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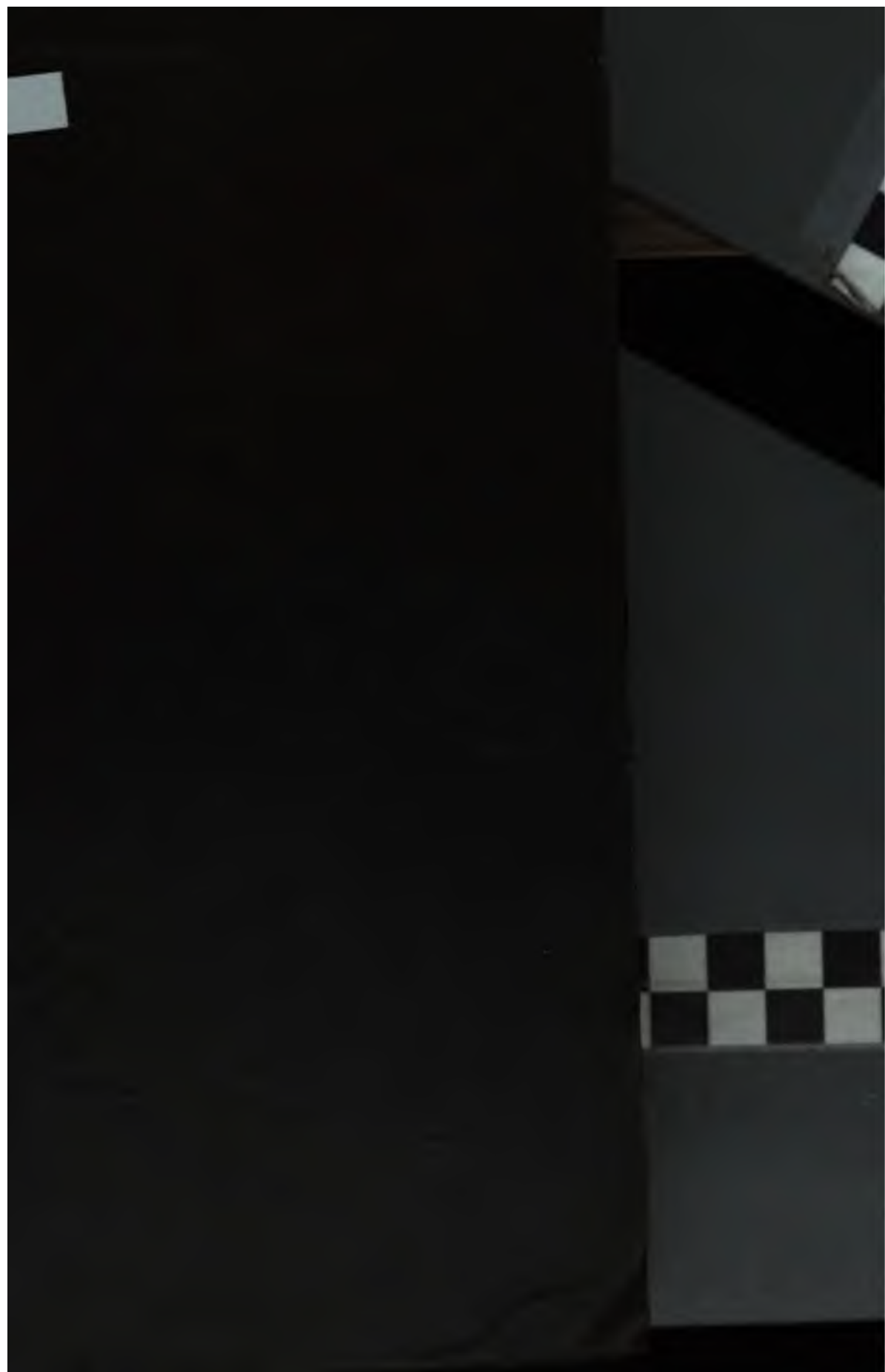
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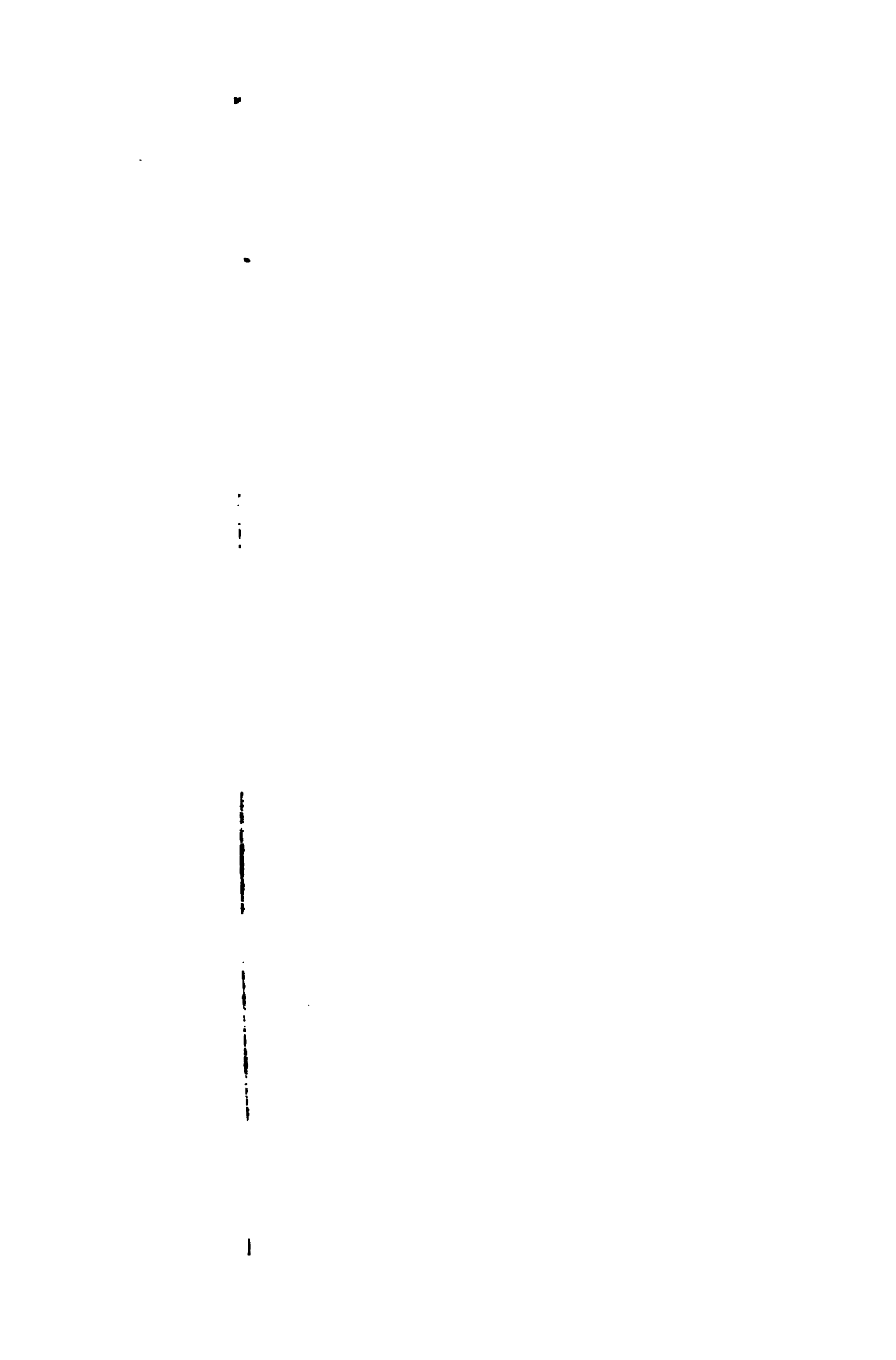
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IN

COLORADO.

BY

JAMES EDWARD LE ROSSIGNOL, A. M., Ph. D.,
Professor of History and Economics in the University of Denver.

WASHINGTON:
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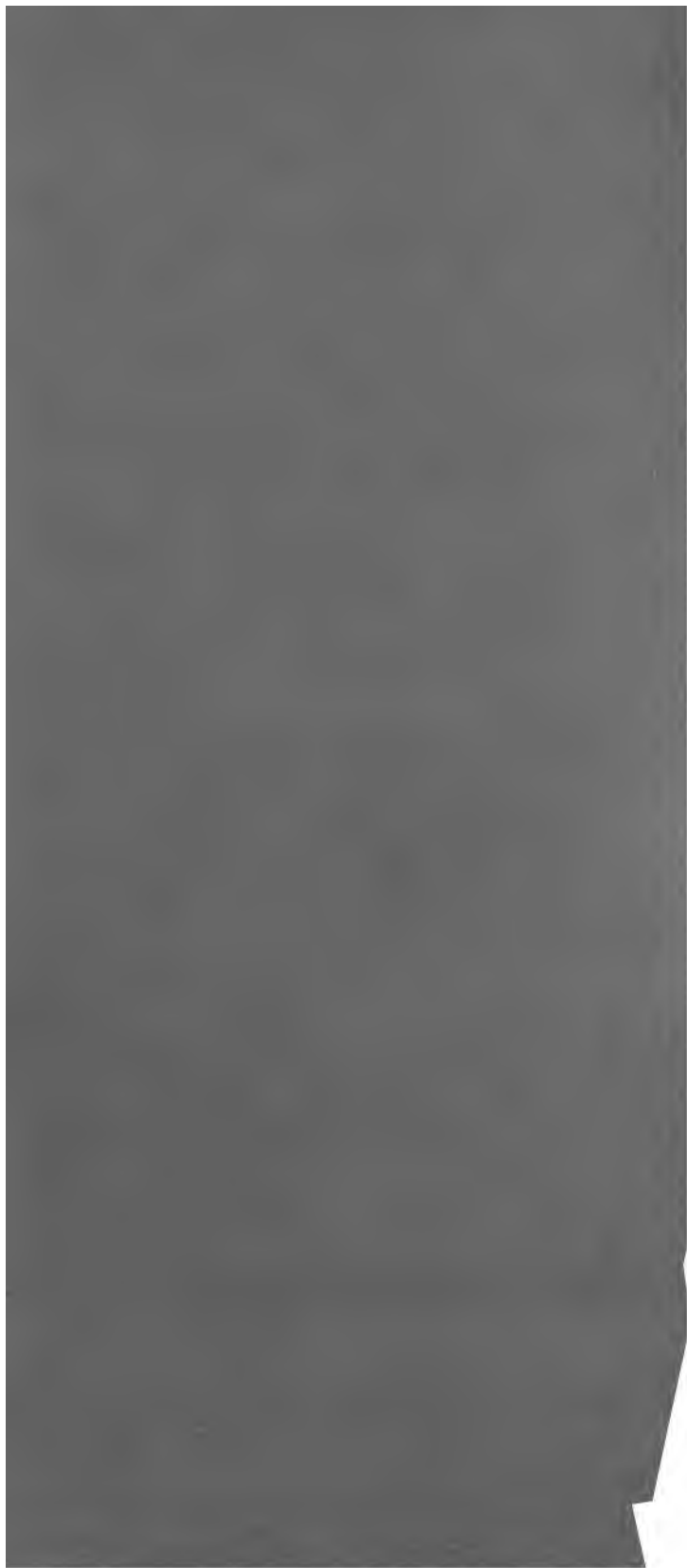
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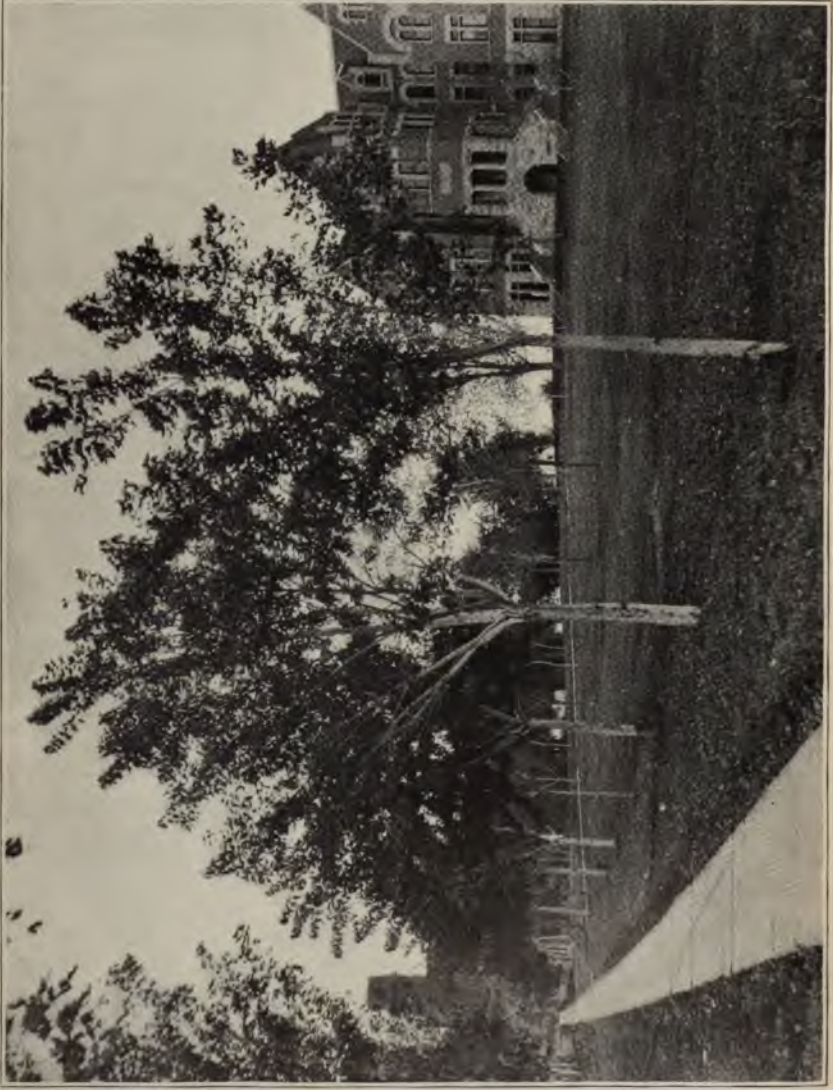
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ENTRANCE TO CAMPUS, UNIVERSITY OF COLORADO.

[Whole Number 292]

UNITED STATES BUREAU OF EDUCATION.
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CONTENTS.

	Page.
CHAPTER I. Colorado College	7
II. The University of Colorado	19
III. The University of Denver	31
IV. The Colorado School of Mines	44
V. The State Agricultural College	52
VI. The State Normal School	60
VII. Public Libraries in Colorado	64

ILLUSTRATIONS.

	Page.
ENTRANCE TO CAMPUS, UNIVERSITY OF COLORADO	Frontispiece.
COLORADO COLLEGE:	
Palmer Hall (front view)	8
Hagerman Hall	12
Montgomery Hall	12
Ticknor Hall	14
Coburn Library	16
New Science Hall	16
Coburn Library and Perkins Art Building	18
Palmer Hall (side view)	18
UNIVERSITY OF COLORADO:	
Main building (erected 1875)	20
Woodbury Hall (erected 1890)	24
Hale Scientific Building (erected 1891)	24
Gymnasium (erected 1897)	26
Phillips Art Collection, Sculpture Room	30
UNIVERSITY OF DENVER:	
Haish Building	32
University Hall	34
Iliff School of Theology	36
Chamberlin Observatory	40
The Great Telescope	42
THE STATE AGRICULTURAL COLLEGE:	
Agricultural Hall	52
Horticultural Hall	54
Mechanical Engineering Building	56
Chemical Laboratory	56
Civil and Irrigation Engineering Building	58
The State Normal School of Colorado	62

LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., January 23, 1903.

SIR: I have the honor to transmit herewith the History of Higher Education in Colorado, prepared by James Edward Le Rossignol, A. M., Ph. D., professor of history and economics in the University of Denver. The document constitutes Circular of Information No. 1, 1903, and is the thirty-fourth of the series which was prepared under the direction of the late Prof. Herbert B. Adams, of the Johns Hopkins University, and edited by him up to the time of his death.

This history, like others of this series, which deal with higher education in the newer States, shows the zeal of the first settlers of these States in establishing all the links of a complete system of education.

Very respectfully, your obedient servant,

W. T. HARRIS,
Commissioner.

Hon. E. A. HITCHCOCK,
Secretary of the Interior.

CHAPTER I.

COLORADO COLLEGE.

Before the year 1874 many proposals had been made looking to the founding of one or more colleges in the Territory of Colorado. The University of Colorado was incorporated in 1861. The Colorado Seminary was founded in 1864, and continued to exist for several years. An Episcopalian school for boys—afterwards known as Jarvis Hall—was established at Golden in the early seventies.

The same desire for educational improvement was shown on July 12, 1871, when the Colorado Springs Company adopted the report of a committee concerning the laying out of a town site for the Fountain Colony. This committee, consisting of Gen. R. A. Cameron, William H. Greenwood, and E. S. Nettleton, recommended that a tract of land one-third of a mile wide and a mile and a half long in the valley of Monument Creek be set aside for educational and other public purposes. Included in this tract was the present college reservation, "which was distinctly set aside by this committee for the founding of a college." This action of the committee was largely owing to the advice and suggestions of Gen. William J. Palmer and Gen. R. A. Cameron.

One of the first proposals to establish a college in Colorado under the auspices of the Congregational Church seems to have been made by Rev. T. N. Haskell, A. M., before the Congregational Conference at Boulder on October 28, 1873. Mr. Haskell was appointed moderator of the conference and chairman of a permanent committee on education "to ascertain what opportunities there are for founding a higher institution of learning in Colorado under Congregational auspices."

The committee immediately took steps to secure offers of land and money from towns desiring to be the seat of a college. Several towns made proposals, including Greeley and Colorado Springs. The Colorado Springs Company offered to give to the college 70 acres of the reservation above mentioned, together with a block of 20 acres on higher ground and a cash donation of \$10,000, on condition that the trustees should raise \$40,000 more.

At a meeting of the General Congregational Conference held at Denver on January 20, 1874, Mr. Haskell, as chairman of the com-

mittee, made a report in favor of establishing the college at Colorado Springs. He also made an address on the benefits of higher education in general and of Christian education in particular.

State universities are specially liable to suffer deterioration from the high standard of Christian faith and morals. We can not commit all college culture in the country, or even in Colorado, to such secularizing and semipolitical care. A Congregational college for Colorado, forever Christian, without ecclesiastical control, comes nearer to that unsectarian ideal which I most admire and wish to see fulfilled.

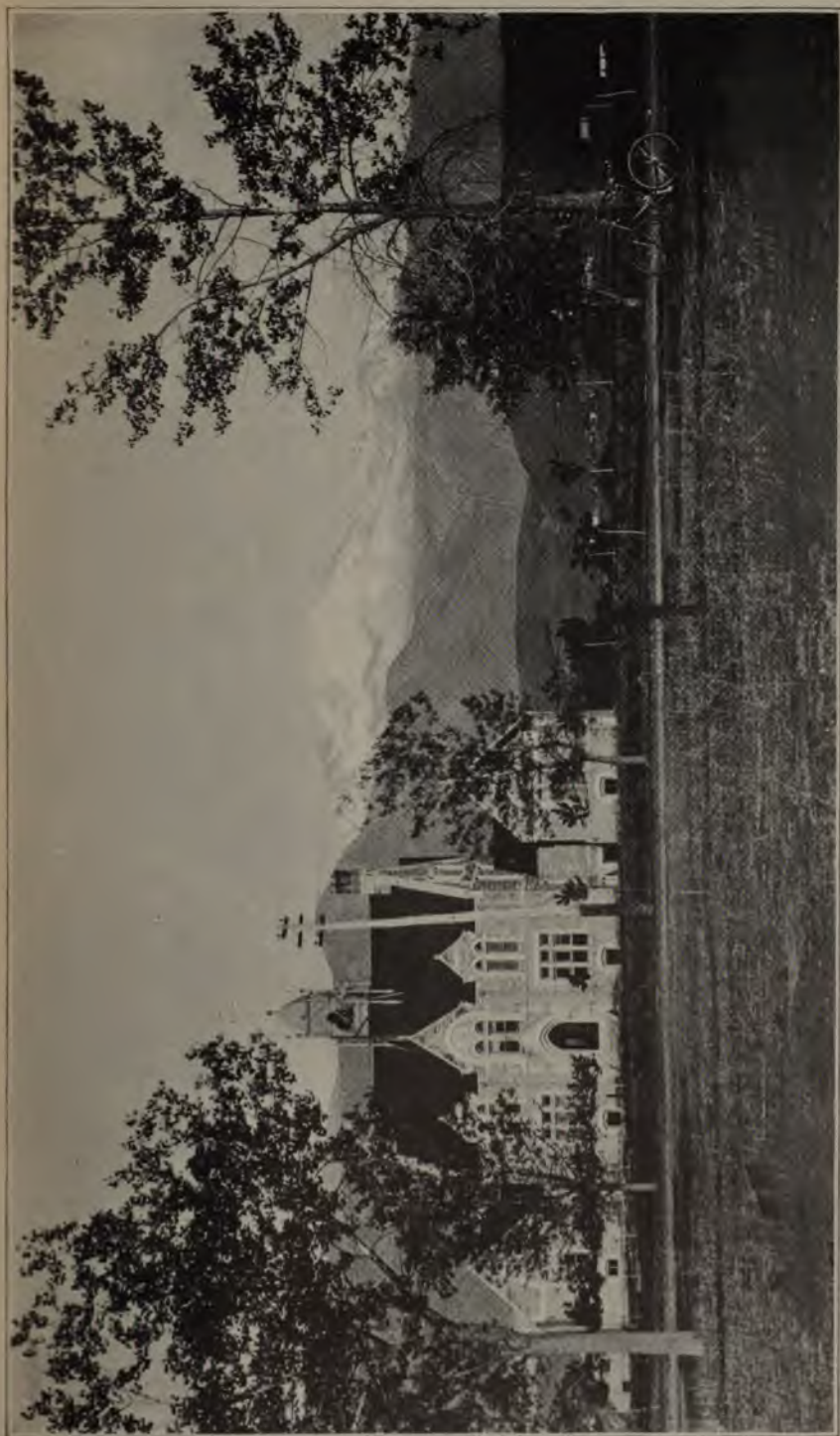
In this address mention was also made of the science of chemistry and irrigation as important for the development of the mining and agricultural resources of the Rocky Mountain region, and of the importance of the study of the Spanish language in the education of teachers and missionaries for work among the Mexican population of the United States.

After this address and a full discussion, conference decided without dissenting vote to undertake at once the establishment of a Christian college in Colorado under Congregational auspices, having a board of trustees of not less than 12 nor more than 18 men, two-thirds of whom must be members of evangelical churches. Colorado Springs was also selected as the most suitable site and the offers made from that town through the educational committee were accepted.

The conference subsequently elected the following self-perpetuating board of trustees, 18 in all: Rev. E. P. Wells, Rev. J. M. Sturtevant, jr.; Rev. T. N. Haskell, Rev. E. B. Tuthill, Rev. Nathan Thompson, Rev. T. C. Jerome, Rev. R. C. Bristol, Maj. Henry McAllister, Gen. W. J. Palmer, Gen. R. A. Cameron, Dr. W. A. Bell, H. W. Austin, esq.; W. S. Jackson, esq.; E. S. Nettleton, esq.; Prof. J. E. Ayers, J. R. Hanna, esq.; W. McClintock, esq., and H. B. Heywood, esq.

The trustees immediately proceeded to arrange for the opening of the college. Mr. Haskell was appointed financial agent and endeavored to secure subscriptions in Colorado and in the East for the beginning of college work, but with no great success. There was much business depression in Eastern cities. Also, the College Aid Society would not permit the presentation of the cause before the New England churches until the college should have a freshman class and be regularly received under the wing of the society.

In spite of difficulties, the trustees secured the services of Rev. Jonathan Edwards, a graduate of Yale and pastor of the Congregational Church at Dedham, Mass. Mr. Edwards was to be professor of literature and was to receive as compensation the fees of students attending the college. A preparatory department was opened at Colorado Springs on May 6, 1874, in rooms secured near the center of the town. The first term continued for ten weeks. There were about 18 students in attendance. At the end of the term "a committee of educated men passed 13 of these students to the literary and scientific freshman rank."



PALMER HALL, COLORADO COLLEGE.

On July 1, 1874, the Colorado Springs Company made the following report:

Since our last report the Congregationalists have located a college at Colorado Springs and preparations are now being made to erect a large, substantial building for its purposes. This institution will be of a high character, equal to the best Western colleges. The location will undoubtedly insure it a large patronage, as here pupils of both sexes will have the best facilities for acquiring an education while at the same time reaping the benefit of a climate of unsurpassed salubrity and enjoying scenery of unequalled beauty and grandeur. Until the permanent college buildings are erected instruction will be given in suitable buildings already secured near the central part of the town. A preparatory department is now open and a freshman class has been formed for the autumn term. Other classes will be formed if competent students apply. Rev. Jonathan Edwards, of Yale college, is principal. The location of this institution at Colorado Springs is the first step toward the accomplishment of an object that the directors of the company have ever kept in view—that of making the town of Colorado Springs prominent as an educational center and a home of refined and cultivated society.

In September the college began the work of the fall term in a new frame building on the corner of Tejon street and Pike's Peak avenue, where the First National Bank now stands. Afterwards the college was moved to the Cumberland Presbyterian Church. It continued to occupy rented buildings until the completion of the central portion of the first college building, in the year 1880. During the year 1874-75 there were in all 76 students, of whom 17 were of freshman rank. Before the end of the year Professor Edwards resigned. He was succeeded by Rev. James G. Dougherty as president of the college, who continued in office during the ensuing year.

The first catalogue of the college was published in 1875. The members of the faculty were as follows: Rev. J. Edwards (resigned), Rev. James G. Dougherty, president; Solon T. French, professor of Latin and Greek; R. Spencer Dills, instructor in Spanish; S. C. Robinson (resigned), instructor in natural science; E. N. Bartlett (resigned), instructor in mathematics; Prof. J. W. Jameson (resigned), instructor in music; Minnie S. Mackenzie, instructor in English; Georgia B. Gaylord, instructor in music. There was therefore a faculty of 5 members, including the president.

In the collegiate and preparatory departments there were classical and scientific courses. The requirements for admission to the freshman class included the completion of the work of the three years' preparatory course or its equivalent. The studies of the preparatory classical course were as follows: Latin—grammar, reader, composition, *Cæsar*, *Virgil's Georgics* and *Æneid*, *Cicero's Orations*. Greek—grammar, composition, *Anabasis*, *Iliad*, Greek and Roman history; algebra and geometry.

The classical college course was outlined as follows:

Freshman class.—Latin—*Livy*, *Cicero's De Senectute*. Greek—*Diodorus*, *Iliad*; Greek and Roman history; algebra and geometry.

Sophomore class.—Horace, Tacitus, Demosthenes, Plato's Crito, French or Spanish, rhetoric, trigonometry, mechanics, essays.

Junior class.—Astronomy, English literature, political economy, logic, chemistry, English history, German literature, original speeches, essays.

Senior class.—Mental science, modern history, German or Spanish, moral science, evidences of Christianity, essays.

Some of these courses were elective, and no student was permitted to pursue more than three full courses at the same time. The courses were open to men and women on the same terms. The college tuition fee was to be \$39 a year and the preparatory fee \$29, with music extra.

The policy of the college is thus described:

The college is under no ecclesiastical or political control. The faculty are selected with no other limitations than that they shall be Christian men with special fitness to teach the studies of their departments. The Congregationalists undertake to build the college, not as a Congregational college but as a Colorado college. At no time will the special doctrines or polity of any religious denomination be taught. At suitable times the absolute truth of the biblical revelation and the supreme authority of Jesus Christ will be illustrated or enforced by argument.

During the first two years of its existence the college struggled under financial embarrassment. The sums of money collected by Professor Haskell, Professor Dougherty, and other friends of the college amounted to only \$2,616.45. This, together with the receipts from fees, was inadequate to the support of the college. It does not appear that the \$10,000 promised conditionally by the Colorado Springs Company was ever paid. During the year 1875-76 the college became involved in debt and many of the students left. It was feared that the college would have to suspend work, but it continued to exist until the close of the term, in June. When the college was reopened in the autumn of 1876 there was no property except some \$700 in a mortgaged building and lot. There were debts for services rendered and other obligations equal at least to the value of the property. Meanwhile the college had been adopted by the American College and Educational Society, now known as the Congregational Education Society. On the recommendation of this society, and through the influence of the Rev. E. P. Tenney, six gentlemen of Massachusetts agreed to furnish money to reopen the college and to establish a permanent endowment to be known as the "founders' endowment fund." Their names and subscriptions are as follows:

James G. Buttrick.....	\$100
Samuel Crooks.....	2,600
Henry Cutler.....	6,800
A. A. Sweet.....	5,335
B. T. Thompson.....	50
E. Hubert Cutler.....	1,000
Total.....	15,885

Of this amount \$3,182.10 was paid during the year 1876-77 and used for current expenses, with the understanding that it was to be repaid to the founders' endowment fund at a future date.

In this way it was possible to reopen the college in September, 1876, with Rev. E. P. Tenney, A. M., as president, assisted by Winthrop D. Sheldon, A. M., and F. W. Tuckerman. During the frequent absences of the president the work of administration was ably carried on by Professor Sheldon, assisted by Prof. Frank H. Loud, who has been connected with the college from the year 1877 until the present time. During the first year there were 25 students in attendance, of whom 7 were in the preparatory course, 13 in the normal course, and 5 were special students. There were no college students. In the following year there were 66 students in all, of whom 3 were of college rank. In the year 1878-79 there were 5 college students out of a total attendance of 70.

During the three years from 1876 to 1879 the work of securing money for the running expenses of the college and for endowment was vigorously carried on by President Tenney, and by the officers of the American College and Educational Society. Nearly 150 different contributors, including churches and Sunday schools, gave in all \$23,452.87. In addition, no less than \$51,950 was subscribed in various ways, chiefly in aid of the founders' endowment fund. These amounts were paid or promised largely by friends in the East, but the friends of the college in Colorado Springs and elsewhere in Colorado were not less active and generous. The Colorado Springs Company in 1877 deeded to the college the 90 acres of land it had promised in 1873. This land was valued at \$55,000. Subscriptions to the amount of \$12,329.65 were obtained, mostly in small sums, of which \$10,202.52 was paid before July, 1879, mostly in cash, but also in land, coal, lumber, labor, and agricultural produce. A silver mine was one donation. Another was a dollar's worth of butter. Some of these subscriptions had been secured by Professors Haskell and Dougherty several years before and were paid now that the conditions were fulfilled. The Ladies' Centennial College Aid Society, under its efficient president, Mrs. Douglass Ely, contributed not a little to the success of this work. Before July, 1879, the sum of \$8,444.31 was spent on the college building, which had been begun on July 4, 1877.

On January 25, 1877, a formal agreement was signed between E. P. Tenney, president of Colorado College, J. N. Tarbox, secretary of the American College and Educational Society, and the subscribers to the founders' endowment fund. This agreement in fourteen articles specified the purposes to which the fund might be put, and made certain conditions with regard to religious teaching in the college and the religious and moral character of the members of the faculty. Article 13 provided that in case of failure to comply with the agreement the funds were to revert to the educational society. The founders' endow-

ment fund, or as much of the subscriptions as was paid, must have been used for the building and for current expenses, for it never became a permanent fund, and the college is not now bound by the above contract.

In connection with the work at Colorado College, the College and Educational Society undertook, in the year 1878, the establishment of academies at Santa Fe and Salt Lake City, thus carrying out the early plans for educational and missionary work among Mexicans and Mormons. Colorado College was to be the center of a wide educational movement in the new West. It was hoped that in time these academies would send students to the collegiate department of Colorado College. Similar academies were later established at Albuquerque and Las Vegas. The courses of study at these academies were to correspond to those in the preparatory and normal departments of Colorado College. The academies at Santa Fe and Las Vegas went down as the public-school system was developed, but those at Salt Lake City and Albuquerque are still under the auspices of the Congregational Education Society, as the parent society is now called.

After the year 1879 Colorado College continued to make slow progress for several years. In the year 1880 the central portion of the new college building, for many years known as Palmer Hall, was completed, at a cost of \$43,000, and the work of the college began to be carried on there. This building, later enlarged by the generosity of General Palmer, remained the only college building until the erection of Hagerman Hall in 1889. In the year 1881-82 there were 122 students, of whom 9 were of college rank. In the year 1882 the degree of B. A. was conferred upon Parker S. Halleck and Frederick W. Tuckerman. In addition to these degrees, 9 certificates had been given for proficiency in assaying and 1 for proficiency in analytical chemistry since 1876. The system of admitting graduates of accredited high schools to freshman standing was introduced at this time, and the East Denver High School was the first to be placed on the list. At the same time the library was increased from 2,500 volumes to over 6,000 volumes, largely through donations of books, including a considerable collection from the estate of A. E. V. Strettell. Among the departments of the college at this time may be mentioned the Cutler Training School, "designed to fit pupils for special forms of Christian work in the new West." Because of the great mineral resources of Colorado special attention was also given to chemistry, mining, and assaying, under the direction of Prof. William Strieby, E. M.

Shortly after this time the college ceased to prosper, despite the enthusiastic efforts of President Tenney. The money intended for endowment was used for current expenses. The college became involved more or less in the real-estate speculations of some of its friends, and presently acquired a debt. In the year 1885 President Tenney's administration came to an end, and a successor was not appointed for three



HAGERMAN HALL (BOYS' DORMITORY), COLORADO COLLEGE.



MONTGOMERY HALL 'LADIES' DORMITORY', COLORADO COLLEGE.



years thereafter. Instruction was carried on by the faculty during that time, and by the efforts of its friends the college was gradually being relieved of the burden of debt. In the year 1885-86 the faculty numbered 9 in all. There were 55 students, 6 of whom were in college classes. In the year 1888 there were but 28 students, of whom only 3 were of college rank. The 20-acre campus had been sold for debt, though it was afterwards redeemed. The tax debt amounted to about \$3,700. There was no endowment and no money for college purposes. The annual expenses were about \$8,500, and were defrayed largely by money raised in the East by the financial agent, Prof. George N. Marden.

Such was the condition of the college when President William F. Slocum entered upon his duties on October 1, 1888. Yet the situation was not without hopeful features. The people of Colorado Springs were interested in the college; there were generous friends in the East; there was a capable financial agent, and the new president was a man of energy and financial ability. A vigorous policy was at once inaugurated. The tax debt of \$3,700 was paid off, and the president's house was purchased in 1888. From friends east and west pledges were secured to meet the current expenses for a period of three years. Within two years a cash endowment of \$100,000 was obtained from friends in Colorado. In April, 1889, the Woman's Educational Society was formed by the ladies of Colorado Springs, with Mrs. William F. Slocum as president, and its membership was soon over 100. The purpose of this society was to give pecuniary assistance to young women attending the college, and also to raise funds for a girls' hall or residence. The society was most enthusiastic and successful in its work, and in the year 1891 the girls' residence, Montgomery Hall, was completed, free of debt. In 1889 Hagerman Hall was erected at a cost of \$18,000 as a dormitory and clubhouse for young men. In the following year the library was increased to about 7,000 volumes, and the Rice and Curran scholarships were established by gifts of \$700 and \$1,000.

In addition to these improvements in financial matters corresponding improvements were made in the college and preparatory courses. The preparatory school was reorganized and given the name of Cutler Academy, after Henry Cutler, one of the early friends of the college. The preparatory course was lengthened to four years. In the college proper the courses were revised and extended and an effort was made to maintain as high a standard as in Eastern colleges, like Yale and Amherst. A number of elective courses were also introduced. The faculty was in 1890 increased to 13 members, and in addition to the work of the regular staff public lectures were from time to time given by prominent educators.

On January 22, 1890, was founded the Colorado College Scientific Society for "the discussion of recent scientific results, the promotion

among its members of scientific inquiry and investigation, and the publication of the more important papers read at the meetings." Since the formation of this society nine volumes of Colorado College Studies have been published and a tenth is about to be issued.

In the year 1891 a gymnasium was erected, largely through the efforts of the students.

In September, 1892, a telescope of 4-inch aperture was presented to the college by Henry R. Wolcott, of Denver. In the following year was begun the erection of the Wolcott Observatory, which was completed in June, 1894, at a cost of about \$3,000.

In the year 1892 N. P. Coburn, of Newton, Mass., gave \$50,000 for a college library. At first it was intended to use only \$35,000 for a building and to invest the remainder as endowment for the purchase of books. It was afterwards decided to spend the whole amount on the building, which was completed early in 1894 at a total cost of \$53,900. At that time there were in the library about 9,000 volumes and 1,000 pamphlets. The building is of red sandstone, of great architectural beauty, and well adapted to its purpose. The hall in the basement has since been used for the daily chapel services and for public lectures. It is intended ultimately to use it as a stack room.

In the year 1893 Rev. Charles Ray Palmer, D. D., of Bridgeport, Conn., established a library purchasing fund of \$2,500, to be called "The Alfred Barnes Palmer Library Fund."

In March, 1894, university extension work was inaugurated. Courses in geology were given by Professor Surls, and in the duties and privileges of citizenship by Professor Hall, while popular lectures on scientific subjects were delivered by President Slocum and by Professors Cajori, Cragin, and Strieby. Since that time a good deal of this work has been done in Colorado Springs and elsewhere, and at present the scope of the work is being considerably enlarged.

In 1894 the conservatory of music was established, and the department of fine arts. From 1893 to 1897 Colorado College was chiefly interested in raising the endowment known as the Pearsons' fund. It originated in an offer made by Dr. D. K. Pearsons, of Chicago, in the autumn of 1892, and first announced in Colorado Springs in January, 1893. Dr. Pearsons offered to give \$50,000 to the college provided that an additional sum of \$150,000 should be raised within two years. It was originally intended to use one-half of the total sum in building a science hall, but it was afterwards decided to use the entire amount for endowment.

Before June, 1893, some \$30,000 was subscribed, but just then occurred the panic of that year, which prevented much progress toward raising the proposed endowment. During the three years following the panic the college was not a little embarrassed for lack of funds. The total expenditure was about \$26,000. The income from



LADIES' DORMITORY, COLORADO COLLEGE.



endowment was about \$10,000, and the income from fees \$6,000. There was, therefore, an annual deficit of \$10,000. This deficit was met by special pledges made in 1891 for a period of five years, and by other subscriptions. These pledges were to expire in the year 1896. In the spring of 1896 it became evident that a special effort must be made to raise the endowment fund in order to place the college on a secure foundation.

Meanwhile, the time limit had been extended, first, to July, 1895, then to July, 1896, and, finally, to January 1, 1897. On March 17, 1896, a vigorous campaign was inaugurated by the president and the trustees, with the enthusiastic cooperation of faculty and students. The trustees pledged \$17,000, the faculty \$10,000, and the students \$10,000, while Professor Marden solicited subscriptions in the East and President Slocum in the West.

The \$150,000 was finally raised, fully one-half in the East, and on January 26, 1897, the endowment was completed by the receipt of \$50,000 from Dr. Pearsons.

It is hardly possible to overestimate the importance of this endowment in laying the foundation for the future success of Colorado College. The college was no longer under great financial embarrassment, and since that time friends have multiplied and gifts increased.

In 1897 Tillotson Academy, founded at Trinidad in 1880 by the New West Education Commission, was united to Cutler Academy and moved to Colorado Springs. The property at Trinidad, valued at about \$10,000, became the property of Colorado College.

In December, 1897, Ticknor Hall, the gift of a friend of the college, was completed at a cost of over \$23,000. It is a fine stone building and is the residence for young women of the college classes.

In the same year the museum was enriched by the gift by Gen. W. J. Palmer and the Colorado Springs Company of Professor Cragin's paleontological collection. Other gifts were made to the museum and to the library from time to time.

In March, 1898, some \$3,000 was raised by means of a joint stock company for the improvement of the athletic field. Since then most of the stock has been bought in through the receipts from admission fees. In the same year the electric lighting and heating plant was completed.

In 1899 was erected another large building, the gift of the late Willard B. Perkins. It is known as the "Perkins Memorial," and cost \$30,000. The first floor is the auditorium, with seating capacity of over 600, used for the religious services and other public meetings. This room is to contain a valuable pipe organ, the gift of Miss Elizabeth Cheney, of Wellesley, Mass. The second story is occupied by the department of fine arts and the conservatory of music.

In addition to the gifts already mentioned over \$20,000 has been given in the past ten years for the endowment of scholarships in aid of students. Several other scholarships are supported by annual subscription.

Colorado College has not claimed to be a university, but has directed its whole energy toward the establishment of a strong college. It is stated, however, that new departments will be added in the near future. Colorado Springs is largely a college town and is closely connected with the college in interests and sympathy.

While not without needs that are keenly felt, the college has won an assured position and offers to its students educational facilities of the same grade as are found at Eastern institutions of higher learning.

Students, by years, since 1874.

Year.	Students.	Year.	Students.
1874-75	18	1889-90	144
1875-76	76	1890-91	148
1876-77	25	1891-92	149
1877-78	66	1892-93	157
1878-79	90	1893-94	218
1879-80	122	1894-95	238
1880-81	53	1895-96	238
1881-82	55	1896-97	270
1882-83	22	1897-98	215
1883-84	62	1898-99	409

REQUIREMENTS FOR ADMISSION.

According to the Bulletin for 1899, candidates for admission to the classical course will be examined in the following subjects:

1. Greek: Grammar, prose composition, translation at sight, Anabasis (four books) and three books), outlines of Greek history.
2. Latin: Grammar, prose composition, translation at sight, Cæsar (four books), Cæsar's Generations), Virgil (six books), outlines of Roman history.
3. English.
4. German or French.
5. Mathematics: Algebra, plane and solid geometry.

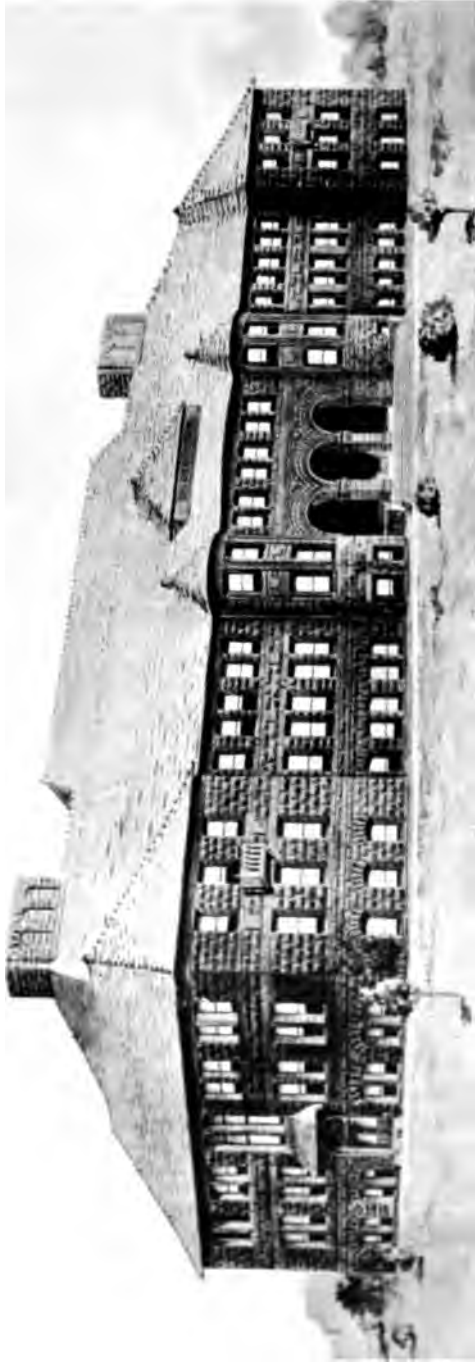
Matriculation examinations are held in but few cases. Nearly all the candidates are admitted on presenting certificates from high schools in evidence of having completed a preparatory course equivalent to the above requirements. The system of accredited schools was introduced in 1882. At present there are 42 Colorado schools whose certificates are accepted in lieu of examinations.

REQUIREMENTS FOR GRADUATION.

Since the early years of the college the faculty has endeavored, as far as possible, to maintain standards equal to those of Eastern colleges such as Yale and Amherst. At present, with a faculty of 125 professors and instructors in the college proper, the work done



COBURN LIBRARY, COLORADO COLLEGE.



NEW SCIENCE BUILDING, COLORADO COLLEGE.



pare favorably with that of Eastern colleges, although the number of electives is necessarily limited.

Three courses of four years each are offered, leading to the degrees of B. A., Ph. B., and B. S.

The work of the first two years is largely "required." In the junior year much of the work is elective, while in the senior year it is nearly all elective.

A considerable degree of specialization is possible to a student in his later years. The following courses are offered by the professor of political and social science, and may be considered typical of the work done in the other departments:

1. English history.
2. United States history.
3. History of the Middle Ages.
4. History of the Renaissance.
5. The ancient régime and the revolution.
6. The Napoleonic era and modern times.
7. Elements of political economy.
8. Public finance.
9. Money and banking.
10. Railroads.
11. Socialism.
12. Historical politics.
13. Comparative politics and constitutional law.
14. International law.

RELIGION.

The college was founded under the auspices of the Congregational Church, and although the board of trustees is a self-perpetuating body, a majority of its members must still be members of the Congregational churches. The management of the college is by no means sectarian, but it is distinctively Christian.

Religious services are held six days in the week, and all students are expected to be present. Ethical talks are frequently given by the president. The Christian associations are in a flourishing condition.

THE LIBRARY.

In the year 1883 there were already about 6,000 volumes in the library, and in 1889 the number was about the same. In 1894, when the Coburn Library was finished, there were 9,000 books and 1,000 pamphlets. Since that time the library has grown rapidly, and there are now 30,000 books and several thousand pamphlets.

In 1896 the library was opened as a circulating library to residents of Colorado Springs and vicinity, and thus became the chief public library of the town.

The "Coburn Library Book Club" was organized in November, 1897, for the purpose of supplying the library with the best new

books. There are now over 100 members, each of whom pays a fee of \$5 a year. After a year the books thus purchased become the property of the library.

A large number of magazines are on file in the reading room.

The library and reading room fee is \$3 for both students and other residents of Colorado Springs.

DEPARTMENT OF ART AND DESIGN.

This department was also inaugurated in 1894. At present there are 4 instructors, including the director, Professor Souter.

FINANCES.

The college is supported by the interest from its productive endowment, by fees from the students, and by donations. The expenses for the year ending June 15, 1899, were about \$40,400; the income from endowment \$21,700, and the income from fees \$10,900. The annual deficit of \$7,800 is made up by donations from the friends of the college. There is therefore need of additional endowment to meet present needs as well as to provide for the future.

The productive endowment amounts to about \$395,204, invested chiefly in mortgages on real estate in Colorado Springs.

Of the 90 acres originally given to the college by the Colorado Springs Company, 57 acres now remain, and may be safely valued at \$325,000. Not long ago the college was offered \$200,000 for the block of 20 acres east of Cascade avenue.

Inventory of college property.

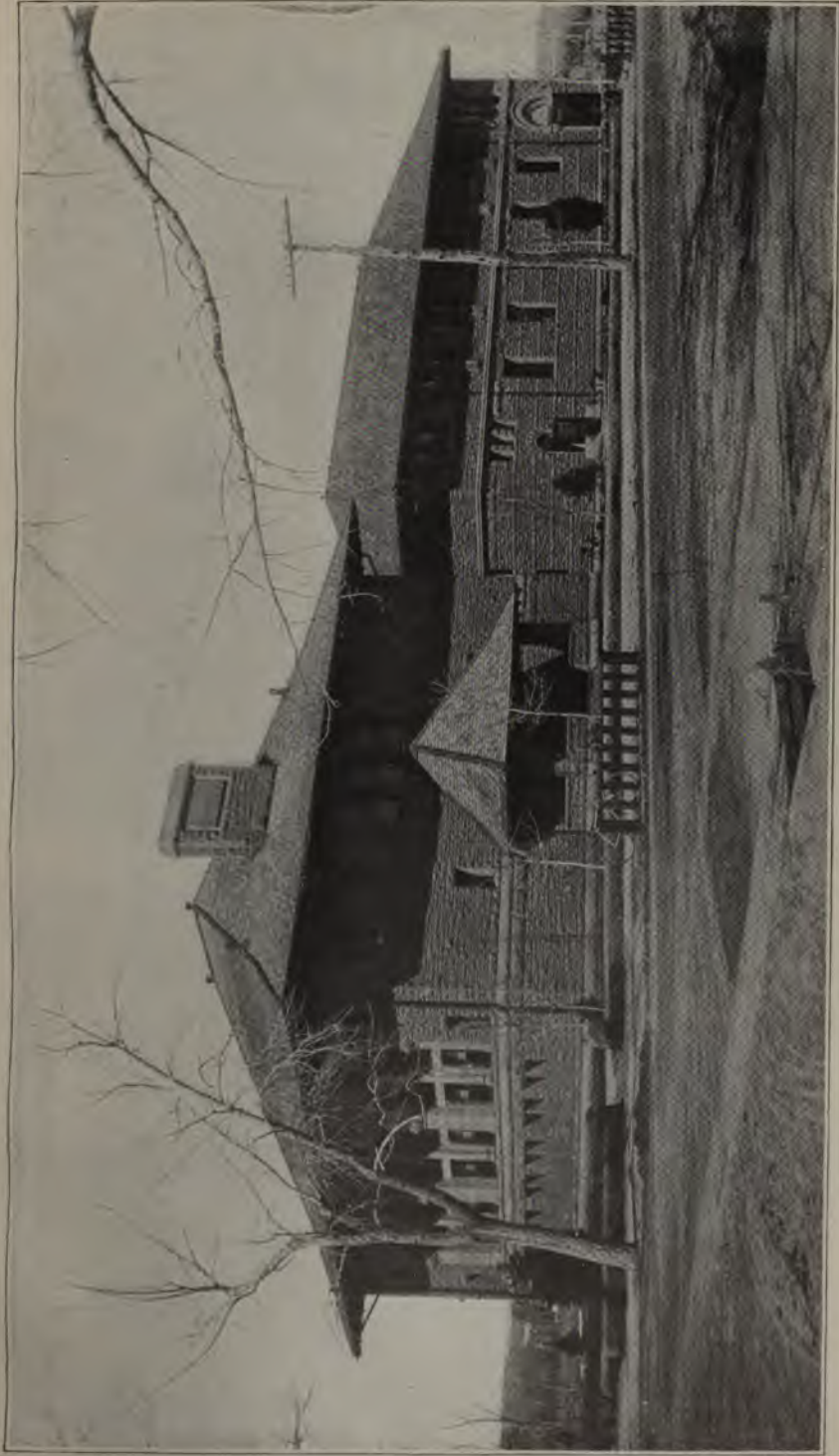
Land	\$325,000	Palmer Hall (with endowment)	\$250,000
Cutler Hall (cost)	43,000	Lighting and heating plant.....	20,000
President's house.....	12,000	Perkins Memorial Hall	28,000
Hagerman Hall	19,000	Organ	6,500
Montgomery Hall	17,000	Books.....	50,000
Gymnasium.....	3,700	Apparatus, specimens, etc.....	19,000
Observatory.....	5,000		
Library.....	50,000	Total	871,200
Ticknor Hall.....	23,000		

If we add to this the amount of the productive endowment, we find that the total college property amounts to \$1,286,400. Of this amount about \$900,000 has been raised for the college during the incumbency of President Slocum.

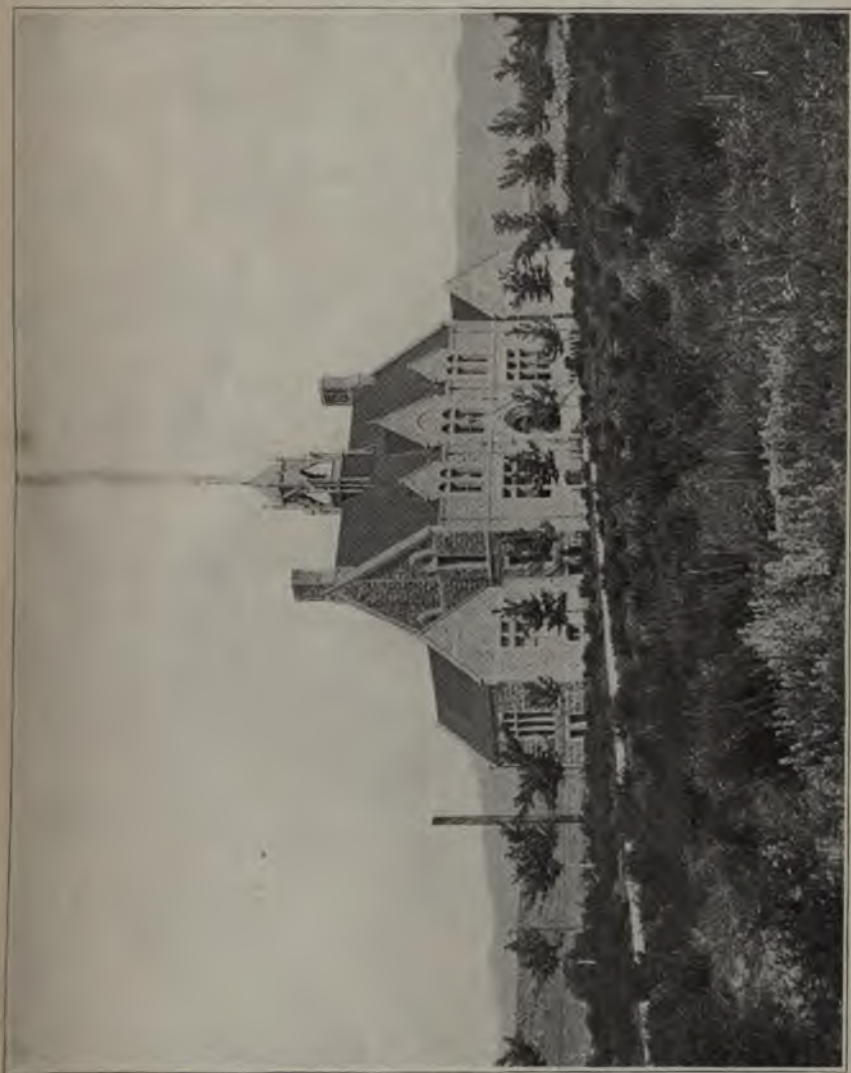
SOURCES OF INFORMATION.

A collection of college bulletins and other pamphlets and papers in the college library.

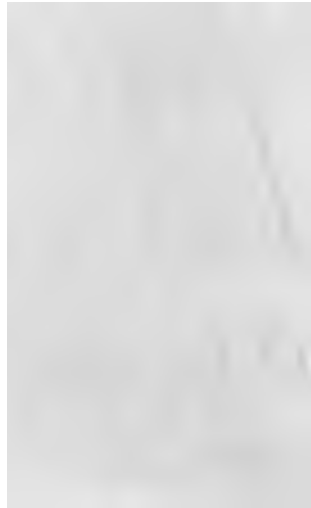
Personal statements of President Slocum, Dr. Haskell, Professor Loud, and others.



COBURN LIBRARY AND PERKINS ART BUILDING, COLORADO COLLEGE.



PALMER HALL, COLORADO COLLEGE.



Chapter II.

THE UNIVERSITY OF COLORADO.

Before the year 1861 Colorado was part of the Territory of Kansas. On February 26 of that year Kansas was admitted to the Union and on February 28 Colorado was organized as a Territory with the same boundaries as at present.

On November 7, 1861, the university was incorporated by an act of the Territorial legislature and its location was fixed at Boulder. The act was introduced by Charles F. Holly, member for Boulder County. Among the 15 trustees were Governor William Gilpin, J. B. Chaffee, Amos Steck, and A. A. Bradford. The act remained inoperative until the session of 1870, when an amendment to the original bill was passed adding 5 new trustees, all residents of Boulder County. A meeting of trustees was held at Boulder on January 29, 1870. There were present Governor Gilpin, Edward Scudder, B. M. Sanford, J. M. Smith, Granville Berkley, and Amos Widner. They authorized the location of the grounds when there should be an appropriation of money by the legislature. In the following year the present site was procured, about 52 acres, then valued at \$1,026, being given by three citizens of Boulder—M. G. Smith, G. A. Andrews, and Anthony Arnett.

In the year 1872 efforts were made to get an appropriation for buildings, but the bill failed to pass. In the year 1874 the legislature appropriated \$15,000 for the university on condition that a like amount should be secured in cash subscriptions. Thereupon a meeting of trustees was held and a committee appointed to solicit subscriptions. On May 18, 1875, the committee reported that the necessary amount had been secured, and \$30,000 was placed to the credit of the university. On September 20, 1875, the corner stone of the university building was laid.

On March 3, 1875, the enabling act was approved providing for the admission of Colorado to the Union and setting apart 72 sections of the public land for the support of a State university. In the year 1876 the constitution of Colorado provided that upon its adoption the university at Boulder should become an institution of the State, thus entitling it to the lands appropriated by Congress, and further made provision for the management and control of the university.

In the same year the legislature appropriated \$15,000 as an additional building fund. The building was completed in October of that year, at a total cost of about \$45,000, part of which was spent in furniture and improvements. There was therefore now a building, but no money for carrying on the work of the university.

The law which established the university and provided for its maintenance was passed by the first general assembly of Colorado on March 15, 1877. It made provision for the permanent support of the university by the levy of a tax of one-fifth of a mill upon the property of the State, and also for a fund to be secured by the sale of the lands granted by Congress.

The object of the university is thus defined by the act:

To provide the best and most efficient means of imparting to young men and women, on equal terms, a liberal education and thorough knowledge of the different branches of literature, the arts and sciences, with their varied applications.

Section 12 of the act reads as follows:

The university shall include a classical, philosophical, normal, scientific, law, and other departments, with such courses of instructive and elective studies as the board of regents may determine, and a department of the physical sciences. The board shall have authority to confer degrees and grant such diplomas as are usually conferred and granted by other universities. And the board of regents is hereby authorized and required to establish a preparatory department, which shall be under the control of said board of regents, as are the other departments of the university. Nothing in this section shall be so construed as to require the regents to establish the several departments other than the normal and preparatory, as herein provided, until such time as, in their judgment, the wants and necessities of the people require.

The constitution of the State of Colorado provides for the government of the university as follows (Article IX):

SEC. 12. There shall be elected by the qualified electors of the State, at the first general election under this constitution, 6 regents of the university, who shall immediately after their election be so classified by lot that 2 shall hold office for the term of two years, 2 for four years, and 2 for six years; and every two years after the first election there shall be elected 2 regents of the university, whose term of office shall be six years. The regents thus elected, and their successors, shall constitute a body corporate, to be known by the name and style of "The regents of the University of Colorado."

SEC. 13. The regents of the university shall, at their first meeting, or as thereafter as practicable, elect a president of the university, who shall hold his office until removed by the board of regents for cause; he shall be ex officio a member of the board, with the privilege of speaking, but not of voting, except in case of tie; he shall preside at the meetings of the board and be the principal executive officer of the university and a member of the faculty thereof.

SEC. 14. The board of regents shall have the general supervision of the university and the exclusive control and direction of all funds of and appropriations to the university.

The regents of the university receive a compensation of \$100 while actually employed in the business of the university. They receive a mileage allowance equal to that allowed to members of the general assembly, but "no other pay, fees, or allowances wh



MAIN BUILDING, UNIVERSITY OF COLORADO. ERECTED 1875.

100

The first board of regents consisted of Junius Berkley, W. H. Van Giesen, S. W. Dolloff, C. Valdez, George Tritch, and F. J. Ebert.

On September 5, 1877, the university began its educational work under the direction of Dr. J. A. Sewall as president, assisted by Prof. J. E. Dow in the chair of ancient languages and Miss A. M. Sewall as assistant in the normal department, and with 44 students in attendance. During the year the number of students increased to 66, of whom 52 were in the preparatory department and 14 in the normal department. Out of 66 students 55 were residents of Boulder County and the remainder came from four other counties of the State. The average age of the students was 18 years. Tuition was free for all students, but all paid a matriculation fee of \$10 and a fee of \$2 a term for incidentals. The students in the preparatory department pursued the usual high-school studies. The normal class pursued, in addition to their other studies, courses in geography, arithmetic, English grammar, and other elementary subjects.

In the year 1878 the faculty was increased by the addition of Frank W. Gove, A. B., as instructor in mathematics, and Mary Rippon as instructor in German and French. In September of that year 8 pupils applied for admission to the classical course and 7 to the scientific course. The board, therefore, established college classes in these two courses, and thus was the college work of the university fairly begun, with classical and scientific courses of four years each proceeding to the degrees of Bachelor of Arts and Bachelor of Science. The faculty was small, but in spite of that fact courses of study were laid out which compare favorably with those given at that time in the smaller colleges of the East, and a system of elective studies was introduced based on that of the University of Michigan.

The first library in connection with the university was started by a literary society, the "Lyceum." The few books thus collected afterwards passed into the university library, which was founded by the munificence of a citizen of Boulder, Charles G. Buckingham, who, in the year 1878, gave the sum of \$2,000 for this purpose.

In the year 1881 chemical apparatus was supplied, at a total cost of about \$4,000.

In the year 1883 a year was added to the normal course and the degree of Pe.P. (Principal of Pedagogy) was offered to students completing the three years' course, to be followed after three years of successful teaching by the degree of Pe.B. (Bachelor of Pedagogy). This normal course was the same as the preparatory course, except that in the last two years the courses in languages were to be replaced by lectures in theoretical and practical pedagogy. In fact, very little pedagogical instruction was given. The normal course was maintained with more or less success until the year 1889, when the normal school was established at Greeley by act of the State legislature.

In the year 1884 the degrees of M. A. and M. S. were offered to any bachelor of arts or science who should have presented a satisfactory thesis and a statement of work done since graduation.

In the year 1883 the medical department was established, with 6 professors and 2 students. In the following year the number of medical students increased to 19. The general policy of the university at that time is expressed by President Sewall in the Fourth Biennial Report to the State superintendent of education:

It is estimated that not less than one hundred practitioners of medicine were coming to Colorado each year, and in many cases the supply not of the most desirable quality. It seems to be the settled policy of the State to present its educational advantages to all classes of its citizens seeking education, technical, literary, or professional. The board of regents believed that the taxpayer whose son desired to study medicine had the same rights as his brother who was receiving instruction in agriculture, mineralogy, chemistry, civil or mechanical engineering, surveying, or pedagogy.

The question of fees was duly considered, and it was thought that as the State gave instruction free in all its institutions, academical, technical, and agricultural, there could be no good reason for a new departure in its medical school. If onerous tuition fees were charged it would present the spectacle of making the noblest pursuit, that of making preparation for alleviating human suffering, dependent upon mere money qualifications and not ability, and this decision had additional weight from the fact that at the agricultural college veterinary surgery is taught without fees. The inference is that the State is willing to do as much for its citizens as for its animals.

The free public schools of our country, giving to all children, rich and poor alike, an opportunity to secure a common-school education, acts as a partial leveler and tends to make class distinctions less marked, while higher educational privileges go far to neutralize the evil tendencies of great unequal distribution of wealth. Abolish the free or State institutions of higher education and in a short time there would arise an aristocracy based upon wealth and intelligence, and the few with the elements of power—wealth and intelligence—could and would hold control of the great majority, for poverty with ignorance is no match for either wealth or intelligence.

In August, 1884, the board made arrangements for the erection of a hospital on the grounds of the university, to be modeled after the plan of the U. S. Army post hospitals and to accommodate 30 patients at rates varying from \$7 to \$14 a week. It was opened on January 1, 1885.

The medical course was to consist of three years of nine months each, but the student could obtain his degree when he was ready for the examination, provided that three full years had elapsed since beginning the study of medicine, and that he had attended two full courses of lectures at the university. Tuition was to be free, but there was a matriculation fee of \$5 and a graduation fee of \$10.

In the year 1883 a conservatory of music was established in connection with the university, with W. H. Mershon as licensed instructor and 17 students during the session of 1883-84, but its brief existence was terminated in the following year.

Equally short-lived was the school of pharmacy, begun in 1883 in connection with the department of medicine, and offering a two years' course of nine months each.

In May, 1886, Dr. Sewall tendered his resignation, but continued as acting president and professor of chemistry until July 1 of that year, when he was succeeded by Horace M. Hale, A. M., as president, and Charles S. Palmer, Ph. D., as professor of chemistry. At this time there were 132 students in all departments, with 9 professors in the college of liberal arts, and 7 professors in the department of medicine.

From 1885 to 1888 several new buildings were completed in addition to the hospital already mentioned, namely, the president's house, two cottages for the accommodation of students from a distance, and a medical hall.

In the year 1886 J. Alden Smith laid the foundation of the mineralogical and geological cabinet by the gift of a collection of minerals and fossils valued at about \$1,000.

In the year 1890 Woodbury Hall was completed at a cost of \$25,000. It has since been used as a dormitory for male students and is capable of accommodating about 50 students.

The university scientific society was established in the year 1888. It consisted of members of the faculty and ladies and gentlemen of Boulder who are interested in the study of scientific and philosophical questions. This society has continued to exist until the present time and meets once a month during the school year.

The usual college literary societies were established at an early date.

The earliest college paper was the Portfolio, first published in 1883. The present exponent of college life is known as Silver and Gold, and began its work in 1893.

On January 1, 1892, Dr. Hale resigned and James H. Baker was appointed president of the university. At this time there were 169 students and a faculty of 30 in the three departments, including the preparatory department, the college of liberal arts, and the medical school.

During the administration of President Baker the university has made great and continuous progress.

In the year 1892 an intercollegiate society for university extension was established in Colorado and a few courses of lectures were given, but since that time very little has been done along that line of work.

In the same year appears in the university catalogue the announcement of the organization of the Colorado Divinity School, in affiliation with the University of Colorado. It was to be located at Boulder, though not as a department of the university. A complete faculty of ten professors, belonging to eight distinct religious denominations, included among others Rev. Kerr B. Tupper, of the First Baptist Church of Denver, dean and professor of homiletics; Bishop John F. Spalding, D. D., professor of ecclesiastical history; Rev. Myron W. Reed, professor of ethics and social reform, and Rev. Frederick F. Kramer, secretary and instructor in Hebrew. The purpose of the school was to prepare young men and women for the work of the minis-

try. It was to be an independent institution, broad and catholic hospitable to the intellectual methods of modern times. The course of study was to continue for three years, and in the last year students were to be under the members of the faculty representing denomination they might desire to serve. Students were to register as special students of the university. Tuition to be free to residents of Colorado, with a matriculation fee of \$5 and a library fee of \$1. The school year to begin September 7, 1892.

It is not recorded that there were any students in the divinity school that year, and the attempt was abandoned. The experiment was looked upon as "the possible forerunner of milder and more rational methods in biblical criticism and theological investigation."

In September, 1892, the medical school, "which was languishing because of poor clinical advantages," was completely reorganized. Arrangements were made whereby the work of the last two years should be carried on in Denver "until sufficient hospital advantages should be secured at Boulder." This was not to be understood as removal of the school to Denver, for the work of the first year all the executive work was to be carried on in Boulder.

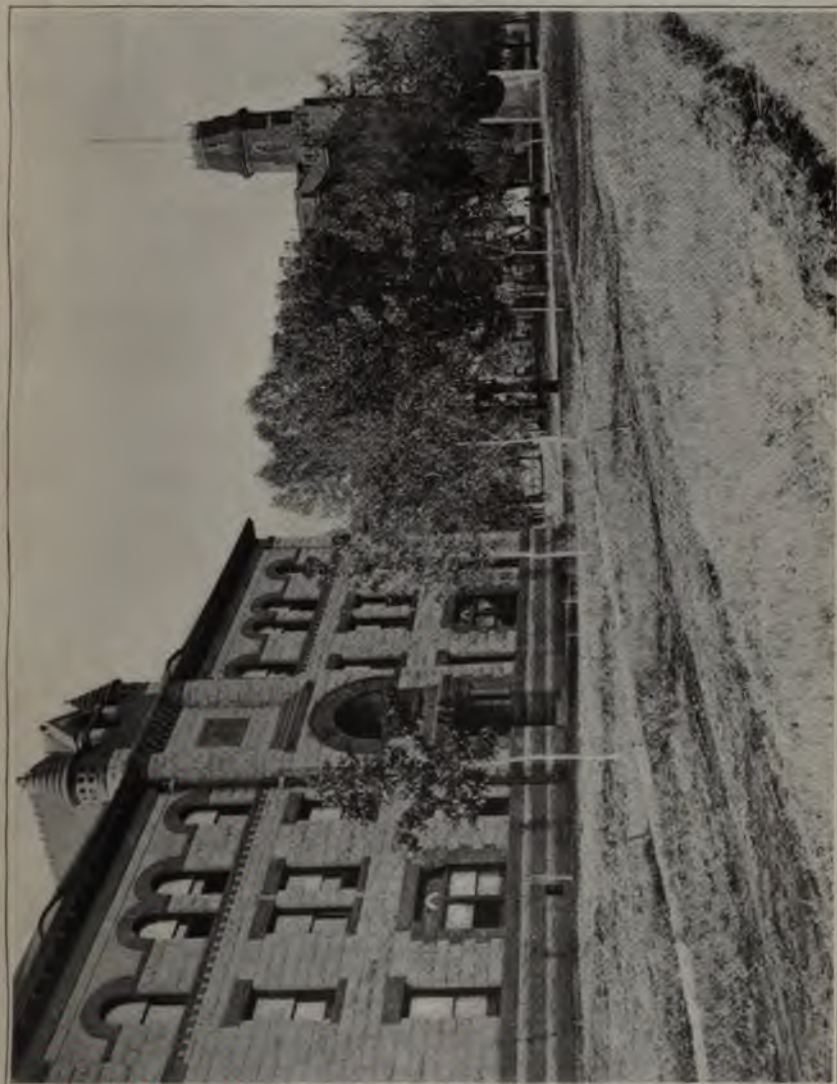
The law school was also established at Boulder in this year with a faculty of 29 professors and lecturers, and with 23 students during the first year. The old medical hospital became a dormitory and lecture hall for the students of law.

In the same year the board of regents authorized the establishment of a distinct school of technology for work in civil and electrical engineering.

The year 1894 marks the completion of the Hale Scientific Building. At the dedication of that building in March, 1895, the following resumé of the development of the university during the three years preceding was given by President Baker:

Of the present it is becoming to merely mention the facts of larger importance such as follow: The organization of the preparatory school as a distinct department in a building by itself, and securing the cooperation of the city of Boulder in its support; the establishment of a law school; the reorganization of the medical school and the opening of the school of applied science; the addition of professors in the legal department; the organization of graduate courses; the increase of library and apparatus; the securing of an art collection through the efforts of Dr. Dennett, Dr. Brackett, and the generosity of Colonel Phillips; the donation of a valuable mineralogical collection through the efforts of Dr. Palmer and the generosity of citizens of Denver; the improvement of grounds and buildings; the erection of part of a new engineering building; the construction of a central heating plant; the increase of revenue; the close connection established with the high schools throughout the State; the generous cooperation of the press; the growth of loyalty to the university throughout Colorado; the laying of the foundation more broadly and firmly for the future growth of the university.

The school of applied science was in fact opened in September, 1895, with Prof. Henry Fulton as dean and professor of civil engineering with courses in civil and electrical engineering, leading to the degrees of B. S. (C. E.) and B. S. (E. E.).



WOODBURY HALL, UNIVERSITY OF COLORADO. ERECTED 1890.





HALE SCIENTIFIC BUILDING, UNIVERSITY OF COLORADO, ERECTED 1891.



During the eventful year 1892 it was decided to remove the preparatory school from the university grounds as soon as possible and to establish it in a building to be erected by the city of Boulder. This building was completed and occupied by the preparatory school in the autumn of 1895, with Henry White Callahan, Ph. D., as head master. According to the arrangement now in force the university pays one-third of all expenses and the city of Boulder pays the rest, and the school is conducted as a university preparatory school.

During the administration of President Baker vigorous measures have been taken to bring the high schools of the State into closer relations to the State university by extending the list of accredited high schools whenever possible and by personal visitation of the high schools by members of the college faculty. In the words of the catalogue, "It was thought that the university had not performed its whole duty when the departments were organized and made ready for the accession of students. A necessary and proper function of the regents and faculty is to go forth to the people and make known the existence and importance of higher education as provided by the State. Through the voluntary cooperation of a generous press, the efforts of members of the faculty in visiting schools, institutes, etc., and the use of circulars, a wide interest concerning the university has been aroused. A complete course to and through the university is the ideal attainment for every youth of Colorado. The natural thing for a graduate of a public high school who desires a higher education is to enter the university, and this as much because of the superior work done there as from a feeling of loyalty which all public-spirited citizens and all pupils in the public schools should entertain toward their State and their school system."

"High school day" was first celebrated in the spring of 1896, when 300 members of the graduating classes of the high schools of Denver and other towns in Colorado assembled at Boulder as the guests of the university.

In September, 1895, the Colorado School of Music was opened in affiliation with the university, but not as a department of the university.

In September, 1896, a dental department was opened in Denver with 19 professors and 10 students.

In June, 1897, the supreme court of the State decided that the university had no right under the constitution of Colorado to carry on part of its medical work in Denver. It was therefore necessary to provide hospital and clinical facilities at Boulder or to discontinue the work of the medical school. By means of a subscription of \$8,000 from the county and the city of Boulder, an appropriation of \$5,000 from the board of regents, and various contributions from citizens of Boulder, a hospital was erected near the university capable of accommodating about 40 patients. The medical school was reorganized, and the work has since been carried on at Boulder.

The same decision affected the dental department, which thereupon obtained a new charter as the Colorado School of Dental Surgery, and continued its work as an independent school in friendly alliance with the university, and its announcement was, for some years, published in the university catalogue.

In 1895 the medical course was lengthened from three years to four, and the law course from two years to three. Arrangements have since been made whereby a student may take the college course and the medical course in seven years and the college and law courses in six years.

In April, 1898, three new buildings were dedicated—the engineering building (completed), the gymnasium, and the chemistry building. These buildings were completed at a cost of \$30,000. This amount, together with \$5,000 for the hospital, was voted by the regents from the permanent land fund.

In the university catalogue the departments of the university are enumerated as follows:

I. College of liberal arts: Classical course, leading to the degree B. A.; philosophical course, leading to the degree B. Ph.; scientific course, leading to the degree B. S.

II. Graduate courses, leading to the degrees M. A., M. S., and Ph. D.

III. Colorado school of applied science: Civil engineering, leading to the degree B. S. (C. E.); electrical engineering, leading to the degree B. S. (E. E.); mechanical engineering, leading to the degree B. S. (M. E.).

IV. Colorado School of Medicine.

V. Colorado School of Law.

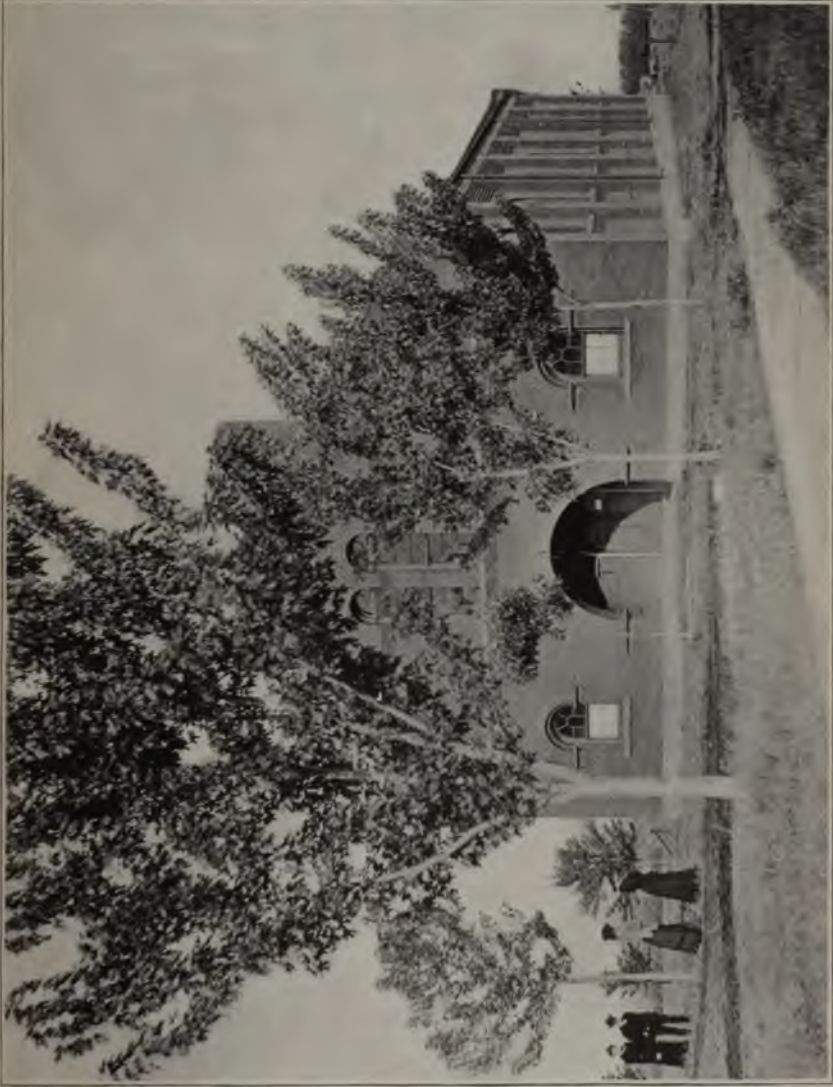
STUDENTS IN THE SEVERAL DEPARTMENTS.

The following table shows the number of students in the various departments of the university from the beginning until the present time. It is uncertain whether the figures for the earlier years represent one year's attendance or two.

Year.	Normal.	Preparatory.	College classes.		Medical school.	Law school.	Special.	Graduate students.	Total.
			Liberal arts.	Applied science.					
1877-78.....	14	52							66
1878-79.....	22	54	10						86
1879-80.....	9	66	16						89
1880-81.....									
1881-82.....	17	72	18				6		113
1882-83.....									
1883-84.....	31	100	13		8		a 17		152
1884-85.....					19				
1885-86.....		85	28		19				132
1886-87.....	8	70	18		7				103
1887-88.....	22	71	31		12				136
1888-89.....	16	89	44		29		13		191
1889-90.....									
1890-91.....		98	37		13		24		172
1891-92.....		103	36		11		19		169
1892-93.....		158	77		26	23		3	286
1893-94.....		146	85		42	28		5	305
1894-95.....		192	106	11	51	19		18	396
1895-96.....		242	135	22	62	29		20	509
1896-97.....		276	162	29	78	26	b 10	29	600
1897-98.....		273	198	38	33	39		29	610
1898-99.....		310	215	61	50	53		25	700

a Music.

b Dental.



GYMNASIUM, UNIVERSITY OF COLORADO, ERECTED 1897.

REQUIREMENTS FOR ADMISSION.

In 1880 the requirements for admission to the freshman class in the classical course were as follows:

Latin: Grammar, prose composition, Cæsar (three books), Cicero (four orations), Virgil (five books).

Greek: Grammar, prose composition, Xenophon (three books), Homer (one book).

Mathematics: Arithmetic, algebra, plane geometry.

In the catalogue for 1899 the requirements for admission to the same course are as follows:

Latin: Lessons, grammar, prose composition, Cæsar (four books), Virgil (four books), Cicero (seven orations).

Greek: Lessons, grammar, prose composition, Xenophon (four books), Homer (three books).

Mathematics: Algebra, plane geometry.

German or French.

Physics or chemistry or biology.

History: The equivalent of four hours a week for two years.

English: Rhetoric and the equivalent of the requirements of the New England Association of Colleges.

The system of receiving credits from high schools prevails, and but few matriculation examinations are held.

Students will be received from accredited schools upon certificate of the principal, provided that the work done covers the requirements for the course elected. Certificates from schools not accredited may be considered as the merits of each case may warrant.

In the year 1883, when the system of accredited high schools was introduced, there were 7 schools in Colorado thus accredited—in Denver, Pueblo, Leadville, Trinidad, Georgetown, and Golden. At the present time there are 31 of these schools, besides the State preparatory school.

REQUIREMENTS FOR GRADUATION.

In the early years of the university the faculty was very small, yet the courses of study were modeled after those of the best Eastern colleges, and as early as the second year of the university's existence a system of elective studies was adopted, based on the system then in operation in the University of Michigan, and courses were offered in such subjects as astronomy, international law, and analytical chemistry.

The present system of basic, characteristic, and elective studies was introduced several years ago on the recommendation of a committee of the faculty. The basic requirements are the same for all candidates for a bachelor's degree. The characteristic requirements vary according to the degree sought. The electives are distinguished as major, minor, and free electives, and must be so arranged that the student shall do continued and unified work in at least two and not more than three departments. In order to obtain a bachelor's degree the student

must complete 26 full courses of five hours a week each during semester, or one hundred and thirty hours in all. Bearing this in mind the following requirements for the bachelor's degree may readily be understood:

1. *Basic*—English, ten hours; French or German, ten hours; mathematics, five hours; psychology and logic, five hours.
2. *Characteristic*—For B. A., Greek, twenty hours; for B. Ph., Latin, ten hours; for B. S., science, twenty hours.
3. *Elective*—Major, thirty hours; minor, twenty hours; free elective, twenty hours.

The courses offered in the various departments admit of considerable specialization on the part of the students. For example, the courses in history, economics, and political science are as follows:

1. Roman history, general.
2. Roman history, B. C. 63 to A. D. 37.
3. European history, 350 A. D. to 1453 A. D.
4. European history, 1453 A. D. to 1878 A. D.
5. Constitutional history of England.
6. Political and constitutional history of the United States.
7. General principles of economics.
8. Historical and practical economy.
9. History and criticism of economic theories.
10. Public finance.
11. Elements of jurisprudence.
12. Roman law.
13. European legal history.
14. Sociology.

The work of this department is done by one professor and one instructor. Similarly in each department there is a professor and generally an instructor or assistant. In the college of liberal arts there are 11 full professors, 2 assistant professors, 4 instructors, and 2 assistants.

RELIGION.

Section 8, Article IX, of the constitution of Colorado provides as follows:

No religious test or qualification shall ever be required of any person as a condition of admission into any public educational institution of the State, either as teacher or student; and no teacher or student of any such institution shall ever be required to attend or participate in any religious service whatever. No sectarian tenets or doctrine shall ever be taught in the public schools, nor shall any distinction or classification of pupils be made on account of race or color.

During the early years of the university religious services were held in the college auditorium, consisting of reading of the Scripture and the Lord's Prayer, but no teacher or student was required to attend. At the present time the exercises consist of announcements, addresses, or reading of selections by the president, some members of the faculty or some prominent citizen, and singing. Church at



PHILLIPS ART COLLECTION, SCULPTURE ROOM, UNIVERSITY OF COLORADO DONATED BY MR. AND MRS. IVERS PHILLIPS, 1892.

For the biennial term, 1896-1898, the university received from general fund the sum of \$93,837.25.

Special appropriations have been granted as follows:

1874.....	\$15,000	1893.....	*55,
1876.....	15,000	1896.....	40,
1878.....	7,000	1897.....	40,
1883.....	*40,000	1899.....	110,
1891.....	30,000		

In 1899 the State legislature voted a special appropriation \$110,000 for a much-needed library building and for current expenses of the university, but failed to make provision for revenue sufficient to meet this and similar appropriations for other State institutions. Governor Thomas authorized the regents to secure a loan of \$70,000. This amount was raised by banks and private citizens. The thirteen general assembly voted a special appropriation of \$120,000 and provided for the payment of the citizens' loan. The latter, however, has not been paid.

The university has been the recipient of a number of gifts from time to time, none of them of great value, but making a total of \$38,763.66 up to October 1, 1898.

EXPENSES.

The following table shows the total expenses of the university every biennial term ending October 1, from 1878 to 1898:

1878.....	\$45,000.00	1890.....	
1878.....	13,029.09	1892.....	
1890.....	23,899.08	1894.....	
1882.....	29,965.71	1896.....	
1884.....	65,840.84	1898.....	
1886.....	55,681.05		
1888.....	57,990.03	Total.....	

INVENTORY OF UNIVERSITY PROPERTY.

On October 1, 1898, the university property at Boulder is estimated as follows:

Grounds.....	\$37,100	Apparatus.....	
Buildings.....	193,200	Collections.....	
Furniture.....	11,300		
Library.....	33,000	Total.....	

SOURCES OF INFORMATION.

The University catalogues.

The biennial reports to the superintendent of education.

Personal statements of President Baker, Mr. [unclear].

*About.



PHILLIPS ART COLLECTION, SCULPTURE ROOM, UNIVERSITY OF COLORADO. DONATED BY MR. AND MRS. IVERS PHILLIPS, 1892.

Chapter III.

THE UNIVERSITY OF DENVER.

The first attempt to establish a college in Colorado was made by Dr. John Evans, second Territorial governor of Colorado and one of the founders of the Northwestern University at Evanston, Ill. Through his efforts the people of Denver became interested in the scheme, and it was decided to establish the Colorado Seminary as an institution of higher education in connection with the Methodist Episcopal Church. Money was raised by subscription and a charter was granted by the Territorial Legislature and signed by the Governor on March 5, 1864. The charter reads as follows:

AN ACT to incorporate the Colorado Seminary.

Be it enacted by the council and house of representatives of Colorado Territory:

SECTION 1. That John Evans, Samuel H. Elbert, W. N. Byers, H. Burton, A. B. Case, J. G. Vawter, A. J. Gill, W. D. Pease, Edwin Scudder, J. H. Morrison, Warren Hussey, J. W. Smith, D. H. Moffat, jr., R. E. Whitsitt, C. A. Cook, John Cree, Amos Steck, J. M. Chivington, J. B. Doyle, Henry Henson, Amos Widner, John T. Lynch, Milo Lee, J. B. Chaffee, Lewis Jones, O. A. Willard, W. H. Loveland, and Robert Berry be, and they are hereby, constituted a body politic and corporate for the purpose of founding, directing, and maintaining an institution of learning, to be styled the Colorado Seminary, and in manner hereinafter prescribed to have perpetual succession, with full power to sue and be sued, plead and be impleaded, adopt and alter at pleasure a seal, acquire, hold, and convey property, real, personal, and mixed, to the extent they may judge necessary for carrying into effect the objects of this corporation, and generally to perform such other acts as may be necessary and proper therefor.

SEC. 2. Said trustees at their first meeting shall be divided into four classes of seven in each class, which classes shall hold office for one, two, three, and four years, respectively, dating from the first day of July, eighteen hundred and sixty-four. Their successors shall be appointed, whenever terms expire or vacancies for any cause exist, by the annual conference of the Methodist Episcopal Church within whose bounds the city of Denver may be included; but all of said trustees and their successors shall continue in office till their successors are elected.

SEC. 3. No test of religious faith shall ever be applied as a condition of admission into said seminary, but the trustees shall have power to adopt all proper rules and regulations for the government of the conduct of teachers and pupils, and the management of all affairs pertaining to said institution.

SEC. 4. They shall have full power to confer all degrees and emoluments customary to be given by similar institutions.

SEC. 5. Such property as may be necessary for carrying out the design of the seminary in the best manner, while used exclusively for such purposes, shall be free from all taxation.

Sec. 6. In all cases a majority of the board of trustees shall constitute a quorum for transacting any business, or said majority may vest the power of the trustees in an executive committee, or agent of their number, at pleasure.

Sec. 7. This shall be deemed a public act and be in force and take effect from and after its passage.

The trustees immediately proceeded to acquire a site and to erect a building. The first building was a two-story structure at the corner of Fourteenth and Arapahoe streets, sufficiently large for a school of about 200 students. It now forms a part of the building used by the school of music.

By means of an exhibition in the seminary building and a fair at the old Lawrence Street Church, about \$1,200 was raised for furnishing the building. In September, 1864, the seminary was opened with Prof. G. S. Phillips as president. After about six weeks Professor Phillips resigned on account of ill health and was succeeded on November 14 by Rev. George Richardson, pastor of the Lawrence Street Church, who carried on the school for two years as an academy, with pupils of all the grades from primary to academic. During the first year there were in all 5 teachers and 103 pupils. There was a music department and classes in art, but no students of college grade.

Mr. Richardson resigned because of ill health in 1866, and was succeeded by the Rev. B. T. Vincent as nominal president, with S. E. Morgan as preceptress and actual director of studies. The seminary was continued for about two years longer, but contracted a debt of about \$3,000, and the property was therefore sold. Governor Evans bought it in and continued to hold it until the seminary came to life again as the University of Denver.

In the year 1878 the trustees of Colorado Seminary made a contract with Rev. D. H. Moore, A. M., D. D., of Cincinnati, Ohio, according to which the trustees were to erect suitable buildings, while Moore was to furnish the buildings, supply teachers, and open a school for a period of five years. Thereupon the trustees proceeded to raise money for the buildings. Over \$50,000 was collected through the efforts of Earl Cranston and F. C. Millington. Bailey subscribed \$10,000, and ex-Governor John Evans gave \$10,000 in cash and ten lots of land on the corner of Fourteenth and Arapahoe streets, with the old seminary building thereon, valued at \$10,000. During the years 1879 and 1880 the old building was greatly enlarged by the addition of a third story, and a large wing on Fourteenth street. In the following year another wing was added on Arapahoe street. The building was completed, as it stands to-day, at a cost of nearly \$70,000 and without any considerable debt.

The new school was called the University of Denver Seminary, and all financial matters remained in control of the Colorado Seminary, as chartered in 1864. Articles of incorporation



HAISH BUILDING, UNIVERSITY OF DENVER.



adopted in 1880 and filed under the "Statute for corporations not for profit." These articles, as amended June 8, 1898, read as follows:

ARTICLE I. The name of this society shall be the University of Denver.

ARTICLE II. The object of this society shall be the advancement of the educational interests of Colorado; the promotion of all the sciences, arts, and learned professions, and to form a university which shall have power to establish a system of instruction in any or all the departments of learning; to create fellowships; to appoint a board of examiners and, upon examination or satisfactory recommendation, to confer marks of distinction and all degrees, honorary or otherwise, usual to a university, upon all such candidates as shall be found worthy thereof.

ARTICLE III. The members of this society shall be the secretary, for the time being, of the Colorado Annual Conference of the Methodist Episcopal Church; the secretaries, while in office, of such annual conferences as shall hereafter be organized within the territory now occupied by the said Colorado Annual Conference; the presiding elders, for the time being, of the aforesaid annual conference or conferences; the president, for the time being, of the Colorado Seminary, and the members of the board of trustees, for the time being, of the Colorado Seminary.

ARTICLE IV. The officers of this society shall consist of a board of seven trustees, all of whom shall be members of the society, who shall be elected by ballot annually on the first Tuesday in June, and shall hold their office until their successors shall have been chosen; and the following-named persons, viz, H. W. Warren, E. M. Cranston, Joseph C. Shattuck, J. W. Gilluly, C. B. Spencer, W. C. Madison, and J. H. Merritt, shall constitute such board of trustees until the first regular election and until their successors are elected; and if for any reason such election is not held on said day in June, it may be held at any subsequent regular or called meeting, due notice of such election having been served by mail or personal service on all the members of the society. There shall be a president, vice-president, secretary, and treasurer, and such other officers as shall be provided for by the by-laws of the society, all of whom shall be elected by the board of trustees.

ARTICLE V. The trustees of this society shall have power to make all necessary and prudential by-laws, not inconsistent with the constitution and laws of the State, as they may deem proper for the management of the affairs of the society.

ARTICLE VI. The constitution may be altered or amended by a vote of two-thirds of all the members of this society.

The original reading of Article IV was as follows:

The officers of this society shall consist of a board of seven trustees, who shall be elected by ballot annually on the first Tuesday in September, and shall hold their office until their successors shall have been chosen and the following-named persons, viz, John Evans, O. L. Fisher, J. Durbin, John W. Bailey, John A. Clough, Earl Cranston, and J. H. Merritt shall constitute such board of trustees until the first regular election and until their successors are elected. There shall be a president, vice-president, treasurer and secretary, and such other officers as shall be provided for by the by-laws of the society, all of whom shall be elected by the board of trustees.

The university opened in October, 1880, with the following departments: Collegiate, college preparatory, junior preparatory, business department, college of medicine, college of music and art, and with a faculty of 36 professors and instructors, including the chancellor, Dr. Moore. The college preparatory was equivalent to a high school with a four years' course. The junior preparatory was equivalent to a common school with the usual eight grades. During the first year

there were 150 students in attendance. During the second semester there were 139 pupils in the junior preparatory, 53 in the college preparatory, 8 in the college proper, including 4 freshmen, 1 sophomore, 3 irregular and special students; 26 in the business department, the college of medicine, 104 in the department of music, and 10 in art classes, making a total of 428 students, including some more than one department.

The central part of the university building was used for lectures and recitations. The wings were largely occupied by students in the preparatory department. The faculty consisted of Rev. David H. Moore, D. D., chancellor and professor of philosophy and belles-lettres; Frank Cranston, A. M., lecturer on Christian evidences; Frank A. M., lady principal and professor of mathematics; Sidney H. Howe, A. M., professor of mathematics; Sidney H. Howe, A. M., professor of physics and chemistry; C. Gilbert Wheeler, A. M., professor of botany and chemistry; Ovando B. Super, A. M., professor of languages; Ida de Steiguer, instructor in Italian; and Hon. Belcher, lecturer in French and German; and Hon. Belcher, lecturer on international and constitutional law.

Three college courses of four years each were offered—classical, the classical course, and the course in mining leading, respectively, to the degrees of B. A., B. S., and the literary course was added, leading to the degree of B. A.

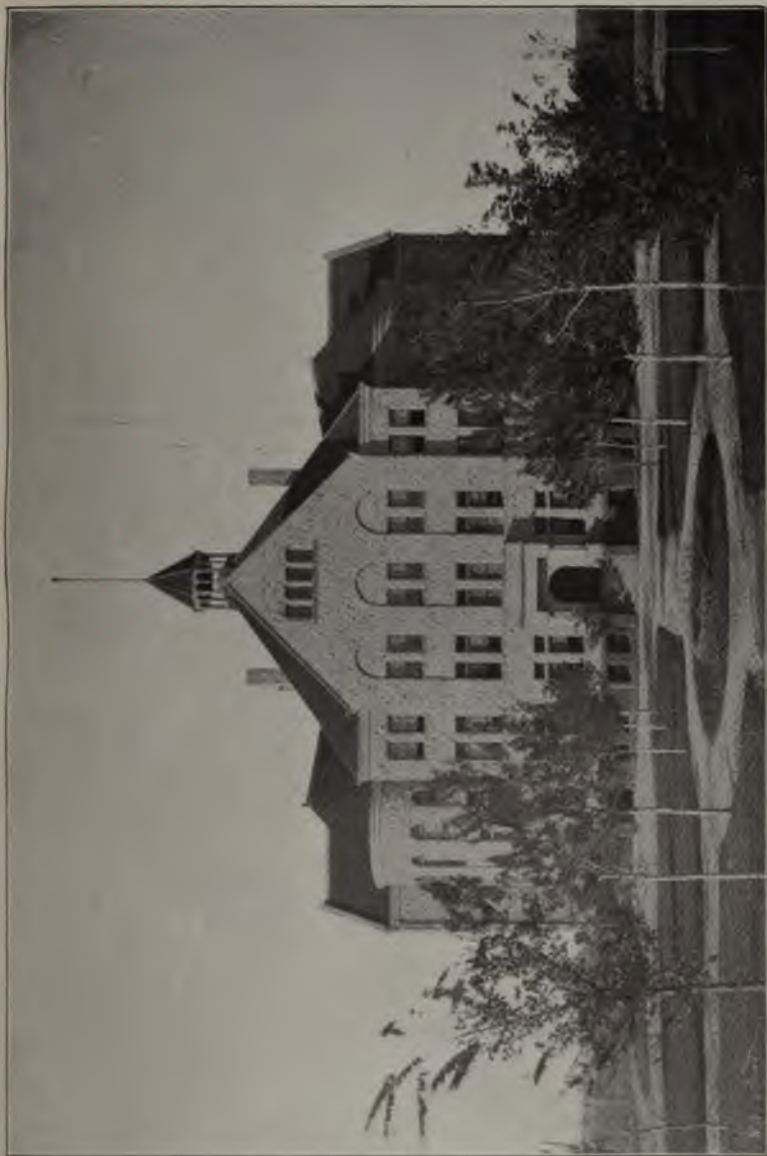
As in the case of all the Colorado colleges, an attempt was made to keep the requirements for entrance and for graduation level with those of Eastern colleges. Special attention was given to work in chemistry and mining because of the position of Colorado as a great mining State, and good laboratories were at once established. The library also made a good beginning through donations of books and books by friends of the institution.

In the college of medicine a three year's course was offered, leading to the recommendation of the American Medical Association, leading to the degree of Doctor of Medicine.

In the department of music the degree of Bachelor of Music was offered on the completion of a course of four years. It also offered the degree of Bachelor of Painting to students who satisfactorily the required technical work, together with a scientific course of four years.

Students desiring to fit themselves for the profession of law were recommended to avail themselves of courses offered in the preparatory department.

The university thus began its work in October, 1880, with a faculty, a considerable number of students, and excellent facilities. In the year 1882 a separate building was erected



UNIVERSITY HALL, UNIVERSITY OF DENVER.

street for the accommodation of the junior preparatory department, at a cost of about \$12,000.

In December, 1883, a telescope was bought for the university by a number of friends of the institution. It was an excellent instrument, with a 5-inch objective, made by Alvan Clark. A telescope of 1 $\frac{1}{4}$ inches was presented by Nelson Forbes, of Denver. The larger instrument was mounted in an observatory above the junior preparatory building and served the purposes of the professor of astronomy until the erection of the Chamberlin Observatory at University Park.

In the year 1884 the beginning of a mineralogical collection was made by the purchase of the Cray cabinet.

In the year 1884 Mrs. Elizabeth Iliff-Warren made the offer of \$100,000 for the endowment of a school of theology, on the condition that \$50,000 should be subscribed for endowment in the college of liberal arts.

In the year 1885 the contract of the university with Chancellor Moore expired. The chancellor had lost heavily in his undertaking. In consideration of this fact the trustees decided to purchase the chancellor's interest in the university for the sum of \$10,000 and to undertake the management of the school, while still retaining Dr. Moore as chancellor.

During the next two years Dr. Moore was absent a good deal because of business interests, and the work of the university was largely directed by Dr. J. C. Shattuck, dean of the faculty of liberal arts. In September, 1887, Dr. Moore again assumed full charge and continued as chancellor of the university until June 11, 1889.

In the year 1885 a manual-training school was opened in connection with the university. Mr. Jacob Haish, manufacturer of barbed wire at De Kalb, Ill., had become interested in the project through the efforts of Bishop Warren and had made to the university the offer of one-half of his receipts from the sale of wire in Colorado, Wyoming, New Mexico, and Utah until they should reach the sum of \$50,000. The sales were not sufficient to supply the entire amount, but from the year 1886 to June 10, 1890, Mr. Haish gave to the university the sum of \$40,000, which was used in the erection of a large building on the corner of Fourteenth and Arapahoe streets, opposite to the old university building. The building was erected on a piece of land purchased by the trustees for that purpose and was completed in the autumn of 1888. It was used at first for the accommodation of the manual-training school and the school of medicine.

The manual-training school began in the session of 1885-86 with 11 students and continued to exist until the session of 1890-91, when there were 39 students in attendance. The opening of a manual-training high school by the city of Denver rendered the existence of this department in connection with the university no longer necessary.

The building has since been the home of the schools of medicine, law, and dentistry.

In the year 1888 a college of pharmacy was opened, offering a course of study of two years' duration. This department was continued until the session of 1894-95, with an attendance of students ranging from 11 to 24.

In the same year the school of dentistry was opened, with 10 students in attendance.

Ever since the year 1880 the founders of the university had in mind a suburban site as the permanent home of the university, like that of the Northwestern University, at Evanston, Ill., with which Governor Evans had been intimately connected as one of the founders and benefactors. With this object in view, several suburban sites were examined, among them the mound in McCullough's Addition. In 1884 Governor Evans offered to donate a quarter section in the neighborhood of Swansea Addition, and it was practically decided to locate the university there. However, on account of the growth of manufacturing interests in that part of Denver, it was afterwards thought better to look for another site. In 1884 the Rev. F. C. Millington was elected financial agent of the university and devoted himself with great energy to the work of raising money and securing a suitable suburban location. This he finally found on the land of Mr. Rufus Clark, some 5 miles south of the center of the city. Rufus Clark at first offered to give a block of 40 acres, on condition that the university buildings should be built thereon. Afterwards he increased his gift to 80 acres, and other property holders in the neighborhood made gifts in land and money. It was therefore decided to establish the university at this place. A half section of land, or 320 acres, immediately adjoining the gift of Rufus Clark was bought from R. M. St. Clair and his sister, Mrs. C. F. Truesdale, for \$75 an acre. The university thus in the year 1886 became possessed of 400 acres of land, magnificently situated, which received the name of "University Park." The report of the financial agent on June 16, 1886, made the following statement:

During the present year steps have been taken which place the university on a much better foundation than ever before. Nearly 500 acres have been secured on an elevation overlooking the city and commanding an incomparable view of mountain range and surrounding country, on which has been laid out, with broad avenues and spacious parks, a town site with over 2,500 lots, including a large area for the future site of the university. One-fourth of each block in this town, as known as "University Park," is to be retained in perpetuity for the endowment of the school, while the proceeds of the sales of the remainder will be devoted to other purposes, in the discretion of the board of trustees.

At this time Park lots were held at prices ranging from \$300 a pair. The decision to establish the university at University Park induced speculators in real estate to buy land in the neighborhood, and with the growth of the Denver "boom" prices of land rose in



THE ILIFF SCHOOL OF THEOLOGY.

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At this time Park lots were held at prices ranging from \$300 to \$1,000 a pair. The decision to establish the university at University Park induced speculators in real estate to buy land in the neighborhood, and with the growth of the Denver "boom" prices of land rose in proportion.



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THE ILIFF SCHOOL OF THEOLOGY.

tion. About the year 1890 Park lots were held at \$800 and \$1,000 a pair. The policy of the university is well expressed in the catalogue for 1889-90:

Lots will hereafter be sold to parties who will build, and they will rise in value to \$500, and soon to \$1,000 and \$2,000. By this probable rise in value and by donations the University of Denver will grow strong, while its revenues, if well managed, will sustain it in its great work. We can not afford to damage the future of the university by hastening to sell its lots before they become valuable or by using in operating expenses its principal in excess of its revenues.

In the year 1888 Mr. H. B. Chamberlin, of Denver, announced his intention to erect at University Park an astronomical observatory at a cost of about \$40,000.

On June 11, 1889, Chancellor Moore resigned the position which he had held for nine years, during which he had done a valuable pioneer work. The number of students in all departments was 484, the largest attendance since the beginning of the university. The prospects of the university seemed exceedingly bright. The gross assets were reported as about \$700,000 and the liabilities as only \$34,000, leaving a balance of over \$650,000 to the credit of the university. The statement of income and expenditure was, however, not so satisfactory. The income for the previous year was \$22,787.95 and the expenditures \$29,410, leaving a deficit for the year of \$6,622.05. In the words of the financial agent—

No business man but can see that an annual deficiency, unless provided for in some other way than by drawing upon the principal or endowment funds of the institution, must sooner or later result in bankruptcy, however great its principal may be, when such a course of financiering is begun.

In view of the financial condition, it was decided not to elect a successor to Chancellor Moore at that time. During the ensuing year the position of acting chancellor was filled by Dr. Ammi B. Hyde, professor of Greek in the college of liberal arts.

On July 3, 1889, Mrs. Elizabeth Iliff-Warren fulfilled her promise, made in 1884, to give \$100,000 for the endowment of a school of theology. The \$50,000 which was to have been raised as the condition of the above gift had not been entirely subscribed, but Mrs. Warren nevertheless gave to the trustees her note for \$100,000, to be paid within five years and bearing interest at 6 per cent. At the same time Mr. W. S. Iliff announced his intention of erecting one or more buildings for the Iliff school of theology, at a cost of \$50,000.

The condition above mentioned was fulfilled on July 21, 1890, when ex-Governor Evans gave lots and buildings on Market street, Denver, then valued at \$100,000, for the endowment of the chancellor's and woman's chairs.

In June, 1890, William F. McDowell, A. M., Ph. D., pastor of the First Methodist Episcopal Church at Tiffin, Ohio, was elected chancellor of the university.

At that time the preparations for moving the university to University Park had been fairly begun. On April 3, 1890, the corner stone of university hall was laid. For this building subscriptions were obtained amounting to over \$50,000. Many of the subscribers were owners of real estate in the neighborhood, to whom the existence of the university would be of great benefit. Also, most of these subscriptions were made conditional upon the completion of the building within a certain time. It was claimed that the building was not completed at the appointed time. Presently the real-estate "boom" collapsed. Few of the subscriptions were ever paid, and the debt of the university was increased by about \$80,000.

The building was finished and dedicated on February 22, 1892. Since that time it has been the home of the college of liberal arts.

The corner stone of the building erected by W. S. Iliff for the Iliff school of theology was laid on June 8, 1892. The building was completed and opened for students on September 21, 1892, and the school of theology began its work with a faculty of 2 professors. Twelve students were in attendance during the first year and 25 during the second year.

The Chamberlin Observatory was begun in 1889 and finished in 1894, at a total cost of \$55,000.

Several other buildings were erected for university purposes, including Wycliffe cottage as a residence for young ladies attending the university.

The catalogue for the year 1890-91 shows the condition of the university at that time. There were no less than 10 different departments, including the college of liberal arts, with 30 students; the college preparatory, with 128 students; the junior preparatory, with 102 students; the business college, with 392 students; the college of fine arts, the college of music, the college of medicine, the college of dentistry, the college of pharmacy, and the manual-training school, besides a course of lectures on law with 35 students in attendance. The total enrollment, deducting students enrolled in more than one department, was 848. With regard to the finances of the university the following statement is made:

The entire property of the university is now over a million dollars, much of it in land and other property, and therefore unproductive at present.

It would have been well had the university possessed less land and more money. It would also have been well had there been more concentration of effort and less expansion. It is easy to see that now; it was not so easy to see it then. As has been well said by a friend of the university, "The trustees gave the same attention to the university's affairs that they did to their own." Nobody was to blame. It was a mistake. The "boom" did not continue. Land values fell. The prospective million dollars could not be realized. Many friends

of the university became poor. The university, with Colorado and the country as a whole, entered upon a period of depression.

The administration of Chancellor McDowell covers this period of depression. On moving the college of liberal arts from the city to the park the junior preparatory department was discontinued. The manual-training school, the business college, and the college of fine arts also came to an end. The college of music was discontinued for several years. Later the school of pharmacy ceased to exist. The burden of debt was felt. Salaries were paid at irregular intervals. Sales of land were made with difficulty. Subscriptions were few.

In spite of these difficulties the other departments were held together and considerably strengthened. The faculty of the college of liberal arts increased in numbers and efficiency. The number of college students steadily increased. The courses of study were improved and the standards were maintained. The system of elective studies was much expanded. A certain amount of university extension work was done by the chancellor and other members of the faculty. The university even attempted to do post-graduate work whenever students applied for it. The school of medicine was reorganized and greatly improved. The school of law was organized with a complete faculty and a two years' course, and was opened on October 3, 1892. Since then the course has been extended to three years. The school of music revived in 1895, and has continued to live and prosper since then. In all the surviving departments the number of students has increased, until in the session 1898-99 there were 607 students in attendance, or more than ever before in the history of the university if we leave out of account the students of the business college, whose numbers swelled the total in the year 1891.

At the present time the departments of the university are 7 in number, including the college of liberal arts, the college of medicine, the school of law, the Iliff school of theology, the college of dentistry, the college of music and fine arts, and the preparatory department.

The colleges of medicine, law, and dentistry occupy the Haish Building, and the college of music occupies the old university building. These departments are entirely self-supporting.

In June, 1899, Chancellor McDowell, to whom the university owes much of its success during a very trying period, resigned his office to become secretary of the board of education of the Methodist Episcopal Church. Pending the appointment of a new chancellor, the work of administration in the college of liberal arts devolved upon the dean and professor of astronomy, Dr. Herbert A. Howe, who has been connected with the university since the beginning.

In November, 1899, Rev. Henry A. Buchtel, D. D., LL. D., pastor of Calvary Methodist Church at East Orange, N. J., and formerly pastor of Trinity Methodist Episcopal Church in Denver, was elected

chancellor of the university. Dr. Buchtel was well known in Denver, and his election was unanimously approved by the friends of the university. He has succeeded in placing the university upon a sound financial basis.

STUDENTS.

The following table shows the attendance of students from 1881 to 1899 in all the departments now maintained:

Year.	Liberal arts.	College preparatory.	Music and art.	Medicine.	Dentistry.	Law.	Theology.	Special.	Post-graduate.	Total, deducting those counted twice (where possible).
1881-82	8	53	187	15						263
1882-83	10	80	131	21				30		227
1883-84	10	57	125	23				12		227
1884-85	13	82	186	30				20		286
1885-86	20	77	113	27						237
1886-87	20	72	113	20						225
1887-88	19	105	181	36						291
1888-89	24	143	140	29	10					347
1889-90	30	116	171	30	10					377
1890-91	30	123	171	35	17			8	3	412
1891-92	33	121		48					3	207
1892-93	47	107		45		53	12		7	271
1893-94	70	84		45		67	25		9	300
1894-95	49	67		44	24	52	17		9	262
1895-96	75	84	198	43	28	54	34		14	478
1896-97	75	85	170	52	28	52	32		15	492
1897-98	65	128	188	65	47	56	35	14	16	568
1898-99	84	94	204	52	49	42	27	46	20	607

GRADUATES.

Degrees conferred by the university since the year 1880.

Year.	A. B.	L. B.	Ph. B.	S. B.	B. O.	L. L. B.	S. T. B.	M. B.	A. M.	L. L. M.	Ph. G.	M. D.	D. D. S.	Ph. G.	L. L. D.	D. D.	Total.
1880												1					1
1881												5					5
1882												5					5
1883									1			6					7
1884	1								1			6					10
1885	3								1			10					14
1886	1	1						1	1			2					3
1887				1								8					12
1888	4											7	5				14
1889	1			2							1	4	11		4		25
1890	3			1							7	6	4	4			24
1891	5			1					1		12	7	4	4		1	19
1892		2				6					16	1	4				32
1893	2	1		2		13					1	9	3	3		1	38
1894	6	2				14					13	7	2	2			34
1895		1				12	3				1	9	8	4	4		42
1896	7			2		10	5		2	2	2	9	8			3	50
1897	5	2		3	1	21	2				1	12	6				54
1898	7	1		3	4	15	5		2		11	8			2		60
1899	9		1	3	4	15	5										
Total	54	10	1	15	5	91	15	1	8	2	6	150	61	23	2	5	449

REQUIREMENTS FOR ADMISSION.

These are practically the same as the requirements in Colorado College and the State University, and are equal to the entrance require-



CHAMBERLIN OBSERVATORY, UNIVERSITY OF DENVER.

ments of Eastern colleges. The system of receiving credits from high schools and the general method of admitting students does not differ essentially from that of the other colleges.

REQUIREMENTS FOR GRADUATION.*

Three college courses are offered—the classical, the philosophical, and the scientific—leading, respectively, to the degrees A. B., Ph. B., and S. B. Eighteen recitations a week, or their equivalents, for four years, are required to qualify a student for a bachelor's degree. In each course certain studies are required and certain others elective. In the freshman year nearly all the work is required. As the student advances the required studies are less and the electives more numerous, until in the senior year all the studies are elective. It is planned to extend the system of electives as soon as possible.

The courses offered by the professor of history and economics are as follows:

1. American Revolution.
2. French Revolution.
3. History of the nineteenth century.
4. Constitutional history of England.
5. Constitutional history of the United States.
6. Historical seminary.
7. Economic history.
8. Elementary economics.
9. The wages system.
10. Advanced economics.
11. Public finance.
12. International law.
13. Municipal government.

In the whole university there are about 172 professors and lecturers.

RELIGION.

The general attitude of the university in this regard is thus stated in the early catalogues:

The university is under the auspices of the Colorado Conference of the Methodist Episcopal Church. Its management is thoroughly Christian, but in no wise sectarian.

In the college of liberal arts, students are required to attend religious services in the college chapel every day.

THE LIBRARY.

In the early years of the university the library was founded by donations of books and money by friends of the university. College students and students of the preparatory department pay an annual library fee of \$3. The money thus obtained is used in the purchase

*Several changes since made.

of books and magazines. The library of the college of liberal arts is not large, but the books have been carefully selected and are well adapted for undergraduate work.

The following statement shows the number of volumes in the libraries of the several schools, exclusive of pamphlets:

	Volumes.
College of liberal arts	5,000
School of theology	4,000
School of law	3,000
Total	12,000

Students also have free access to the various public libraries in the city of Denver, which contain in all over 100,000 volumes.

THE CHAMBERLIN ASTRONOMICAL OBSERVATORY.

The observatory is the gift of the late H. B. Chamberlin. It is situated at University Park. There are two stone buildings. The smaller of these, called the "students' observatory," shelters a 6-inch equatorial refractor, made by Grubb, of Dublin, and a 2-inch transit instrument.

The main building is 65 feet long and 50 feet deep. It is crowned by an iron dome, the apex of which is more than 50 feet from the ground. The 20-inch equatorial refractor is the principal instrument. The object glass is from the hands of Alvan G. Clark, and the crown lens is reversible for photography. G. N. Saegmuller, of Washington, D. C., is the maker of the mounting, which embodies some novel features and is of the highest order of mechanical excellence. This telescope is one of the largest and finest in this country, and is regularly employed in original research. The subsidiary instruments are a 4-inch steel meridian circle, a standard mean-time clock, a standard sidereal clock, chronometers, a chronograph, a sextant, a solar transit, etc. The cost of this gift was over \$50,000.

The observatory is in charge of Dr. Herbert A. Howe, professor of astronomy and dean of the faculty of liberal arts, the only member of the present faculty who was with the university in 1880.

INCOME AND EXPENDITURE.

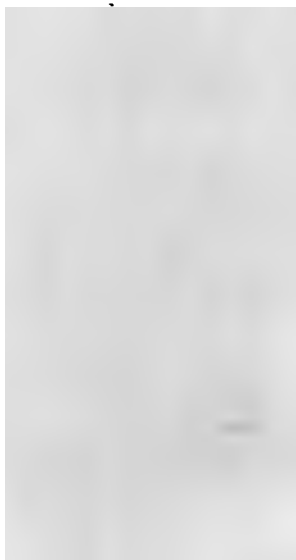
The university is supported by gifts, by fees, by interest on its productive endowment, and by the sale of lots in University Park. The principal benefactors have already been mentioned. Many others have given sums ranging from \$1 to \$10,000. Throughout the conference collections are taken annually for the university.

The endowment of the university, exclusive of buildings used entirely for university purposes, but including the endowment of the school of theology, may be estimated at \$518,000, of which \$268 is productive.

Students in the college of liberal arts and in the preparatory department pay a "tuition fee" of \$10 per term, a library fee of \$1 per year and an athletic fee of \$2 a year, making \$35 per year. In the professional schools the fees are higher. In the school of theology



THE GREAT TELESCOPE, UNIVERSITY OF DENVER



2

is free. The schools of medicine, law, and dentistry occupy one of the university buildings, but are otherwise supported by receipts from fees.

The school of music is not a source of expense to the university, and even pays rent for the building it occupies. The college of liberal arts is the only department of the university that is not in some sense self-supporting. In this department the annual running expenses amount to about \$30,000.

THE DEBT.

There was no considerable debt before June, 1885, when the trustees bought Dr. Moore's interest in the university. The following statement gives in brief the history of the debt since that time:

June, 1885	\$10,000
June, 1886 (University Park purchased).....	39,500
June, 1887	35,567
June, 1888	32,746
June, 1889	34,512
June, 1890 (repairs, \$28,869)	75,839
June, 1891	79,489
June, 1892 (university hall built)	145,333
June, 1893	155,503
June, 1894	159,245
June, 1895	157,384
June, 1896	160,446
June, 1897	172,399
June, 1898	156,739
June, 1899	167,616

VALUE OF PROPERTY.

All property is held under the charter of the Colorado Seminary. The seminary owns land at University Park worth at a low estimate \$300,000. The various buildings owned by the seminary in Denver and at University Park are safely valued at \$400,000, making the total valuation of lands and buildings \$700,000.

SOURCES OF INFORMATION.

The university catalogues and circulars.

Miscellaneous collections by Dr. H. A. Howe and Prof. E. B. T. Spencer.

Personal statements of Rev. George Richardson, Dr. J. C. Shattuck, and Dr. H. A. Howe.

Chapter IV.

THE COLORADO SCHOOL OF MINES.

Colorado has been a mining State since the beginning, and it is no wonder that the establishment of a school of mines was proposed at an early date.

The first real attempt to establish such a school was made by the Territorial legislature in 1870, when a small sum was appropriated for the erection of a building.

A message of Governor E. M. McCook to the house of representatives of the legislature of Colorado Territory on January 3, 1872, contains the following statement:

The commissioners appointed by the third section of an "Act to establish a school of mines," approved February 10, 1870, have briefly reported to me that they have received from the Territorial treasurer the amount appropriated by said act for the erection of a building, and that they have expended the same in the construction of a substantial edifice of brick, which has not been entirely completed for want of funds to finish the same. It is partly occupied, however, by the library, the herbarium, and cabinets for specimens in natural history, together with the philosophical apparatus of the institution. I do not deem it advisable to recommend any further appropriation for this purpose until the commissioners may have submitted some definite plan indicating the objects they have in view, accompanied by an estimate of the amount of money possibly required to carry out these objects. Without this the legislature might be induced to make appropriations from year to year which may not result in any definite good to the people of the Territory.

Nothing further was done until the Territorial legislature in 1874 passed an act which was approved on February 9 of that year, making an appropriation of \$10,000, and thus practically establishing the School of Mines.

A building was erected by the State near the buildings of Jarvis Hall, about a mile north of Golden, where the industrial school now stands. Presumably this building was the one commenced after the act of 1870, but unfinished in 1872. The school was at first under the wing of Jarvis Hall, a boarding school for boys established by Bishop Randall, of the Protestant Episcopal Church.

During the year 1874-75 the school was not patronized as had been expected, and in the following year the work seems to have been discontinued.

The Territorial legislature appropriated in 1876 the sum of \$3,500 for the maintenance of the School of Mines. At this time the board

of trustees consisted of Hon. William A. H. Loveland, president of the board; Hon. Alpheus Wright, Hon. N. P. Hill, Hon. Adair Wilson, Hon. J. H. Yonley, W. W. Ware, esq., and Capt. James T. Smith, with Capt. E. L. Berthond, E. M., C. E., as secretary of the board. The board met at Golden on February 15, 1876, with four members present, besides the secretary. It was decided to reopen the school immediately. Prof. Gregory Board, E. M., then superintendent of a smelter at Golden, was appointed "professor in charge" at a salary of \$100 a month. He was "empowered to prescribe the qualifications necessary for entering the school for instruction and to prescribe such classes, recitations, lectures, exercises, and studies as may be required, and in general to oversee the whole system of instruction taught in the School of Mines, to grant diplomas, etc."

On March 4, 1876, the spring term of four months began, with 6 students on the roll and an attendance of 20 on lectures given twice a week on chemistry and metallurgy. On October 20, 1876, President Loveland, of the board of trustees, reported as follows:

The school is at present in a flourishing condition, but the smallness of the fund that has been heretofore appropriated prevents the adequate remuneration of additional teachers that are imperatively required, and to-day the board of trustees have hardly enough to pay the professor in charge, as all other teachers to this date in engineering, geology, drawing, and telegraphing have given their services gratuitously. I request the honorable legislative assembly of Colorado to consider the imperative necessity of assistance sufficient to pay for eight months in the year a moderate salary to an assistant instructor, and for the winter term to pay a skilled lecturer in chemistry, geology, and physics. The school, as decided by the last act of the Territorial legislature, is a free school of science for the youth of the new State of Colorado.

At this time the members of the faculty were as follows: Prof. Gregory Board, M. E., mineralogy, metallurgy, assaying; Richard Pearce, F. G. S., practical metallurgy; Theodore F. Van Wagenen, M. E., mining engineering; William Weil, applied chemistry; J. H. Yonley, chemistry; Rev. Thomas L. Bellam, A. M., mathematics. All of these gentlemen, with one exception, were in some way connected with the smelting interests of Golden.

The second term began on the 4th of September and closed on December 23. Courses were offered in chemistry, blowpipe analysis, assaying, mineralogy, metallurgy, mining engineering, geology, civil engineering, and drawing.

In that year the School of Mines sent a geological and mineralogical collection to the Centennial Exposition at Philadelphia. The collection received a premium but was lost.

It does not appear that the school received any appropriation from the first State legislature. However, on August 31, 1878, it was reported to be prosperous, and in charge of Professors Moss and Lakes. The number of students must have been very small and the work fragmentary and disconnected in its nature.

The building near Jarvis Hall was inconveniently situated, both for professors and students, and therefore after January 1, 1878, the work was carried on in a small laboratory in the town of Golden. In April of that year Jarvis Hall was burned. It was therefore still less desirable to return to the old building, and the school continued its work in Golden during the year 1878-79, with an attendance of 22 students, most of whom were taking only partial or special courses. In the year 1879-80 the school returned to the old building pending the completion of the new building. In the year 1879 the State legislature passed an act providing for the permanent support of the School of Mines by a tax levy of one-fifth of a mill upon the assessed valuation of property in the State of Colorado. This gave the school assurance of continued existence and enabled it to enlarge its sphere of work.

It was thereupon decided to erect a building in the town of Golden. A piece of land 150 feet square and well situated was donated by citizens of Golden, and a building of two stories, with accommodations for about 50 students and a laboratory sufficient for 30 students at a time, was completed in 1880 at a total cost of something over \$13,000. This amount was paid out of the proceeds of the annual mill tax without special appropriation.

Now that the school was assured of a permanent income it was possible to appoint a regular president and a staff of salaried instructors. In the year 1880 the board of trustees appointed as president Albert C. Hale, A. M., Ph. D. He began his duties on September 15 of that year with a faculty of seven members, including Professors Moss, Lakes, Board, Berthond, Bellam, and Rice.

Regular courses had already been established under the administration of Prof. Milton Moss, who was "professor in charge" from 1878 to 1880. They were now extended and rendered more thorough, and the school began in earnest the regular work of a school of mines.

The school opened on October 13, 1880, in the new building, with about 30 students in attendance. Before the end of the year the total attendance numbered 61. Most of these were still only special students, taking more or less incomplete courses. At this time, also, considerable additions were made of books and apparatus.

In the following year F. Steinhauer, president of the board of trustees, reported as follows:

It is therefore, first of all, the aim of the board of trustees, acting in pursuance of the policy of the State, to develop the School of Mines into an integral part of our school system, and, secondarily, and in so far as this may be feasible without detriment to the chief object, to give all possible assistance to persons who may seek simply to acquire the art of assaying or other practical training without following any full course of technical study or aspiring to a degree. It is finally hoped that the school will before long be able to enter the field of original research for the pro-

motion of the mining and industrial interests of the State. Such an institution will doubtless, through many unseen as well as visible channels, repay the State a hundredfold its cost and be found worthy both of public support and private munificence.

In the year 1882 a wing was added to the building at a cost of over \$10,000. To defray the cost of this addition it was necessary to incur a debt of \$10,000, which was afterwards made up from the yearly revenue.

For the two years ending August, 1882, the total expenditure amounted to \$55,914.10.

During the year 1882-83 the attendance was less than in the previous year. At the close of the year two students were graduated—William B. Middleton and Walter H. Wiley—both of whom are now mining engineers in Denver.

At this time President Hale resigned to accept a position in the Brooklyn Polytechnic Institute. He was succeeded in the fall of 1883 by Regis Chauvenet, A. M., B. S.

By this time the school had become pretty well known, and among its students were to be found graduates of several of the leading Eastern colleges. A good beginning had been made, but much remained to be done. Of 49 students during the fall term of 1883 only some 20 were bona fide students of mining. The remainder were special students taking courses in drawing and other subjects.

From 1883 to 1888 the school continued to do good work without any large increase in faculty or students. The number of students remained at about 50, but with a steadily increasing proportion of students taking the regular course. The course of study was improved and more closely adapted to the needs of students wishing to become mining engineers.

About the year 1885 the members of the faculty began a series of special reports on the mining resources of Colorado. The work was largely done during the summer vacations, and for several years a number of valuable reports were published which contributed not a little to the development of the mineral wealth of the State. The faculty of the School of Mines thus did a work at small cost which has been done in other States by means of expensive geological surveys.

In the year 1887 Senator Teller first proposed in the United States Senate that a grant be made on certain conditions to the School of Mines of one-half of the total receipts from the sale of mineral lands in Colorado. This bill, known as the Teller bill, has frequently passed the Senate, according to the amenities of "Senatorial courtesy," but has never failed to perish in the House.

By the year 1886 the debt contracted in 1882 had been entirely paid out of the annual revenues, which at that time amounted to about \$17,000. The property of the school was then valued at \$50,000.

In the year 1888-89 a residence for the president was erected at a cost of \$5,430.

In the year 1890 a large new building, now known as the "Executive building," was completed at a cost of about \$38,000. It is at present the largest building possessed by the School of Mines. Its erection involved a debt of over \$11,000, which was paid, as in the case of the previous debt, out of the revenues of the next few years. In the same year the School of Mines bought of J. Alden Smith his valuable collection of minerals for the sum of \$1,500.

In this year the department of electrical physics was introduced, and it was decided that thereafter all the courses should be four years in length and that the students should be encouraged to take the regular course instead of special courses. In the year 1892 it was finally decided to admit no more students to special courses, but that all students should be required to take one of the regular four-year courses. The last irregular student left the school in the spring of 1893.

By the year 1892 the faculty had increased to 9 and the number of students to 109.

By act of the eighth general assembly in 1891 the direct tax of one-fifth of a mill was changed to one-sixth of a mill for the benefit of the newly established State Normal School. This action, together with a reduction in the assessment, resulted in a loss of revenue of about \$5,000 a year, until on March 11, 1895, this change was pronounced unconstitutional and the one-fifth mill tax of 1879 was restored.

In 1892 was purchased the Randall cabinet, which added greatly to the value of the collection of minerals. This collection was sent to the World's Fair, at Chicago, to represent the mineral wealth of Colorado.

In 1893 the general assembly made a special appropriation of \$20,000 for a new building, which was greatly needed. This building, known as the hall of engineering, was completed in 1894 at a cost of about \$25,000. At this time the president was able to report that the debt had all been paid and that the School of Mines was in fine condition.

In 1895 the general assembly appropriated \$5,000 for improving the grounds.

In the year 1897 the third or attic floor of the executive building was fitted up as a drawing room at a cost of \$5,000, according to plans drawn by members of the faculty.

Since the year 1894 the annual expenditure has exceeded the revenue, and from time to time it has been found necessary to borrow from the banks. At the present time there is a debt of about \$24,000 due to a banking house in Golden.

The general assembly in 1899 made a special appropriation of \$20,000 for payment of the debt and \$40,000 for the purchase of a site and the erection of a new building, but the revenue of the State

has proved insufficient for the payment of this and other like appropriations, and it is not expected that the School of Mines will receive anything from this source.

Under the administration of President Chauvenet the School of Mines made steady and even rapid progress, and it now ranks with the best institutions of the kind in the United States. In so far as practical work is concerned, it is probably the equal, if not the superior, of any European school.

FACULTY.

The faculty numbers 17 members, among whom are graduates of Harvard, Giessen, University of Michigan, Heidelberg, Case School of Applied Science, Cornell, University of North Carolina, Johns Hopkins University, Purdue University, and the Colorado School of Mines.

STUDENTS.

It has never been the aim of the School of Mines to increase in members at the expense of efficiency. The number of students has always been small. In the early years there were many special students; now all students are regular, except a few post-graduates.

Year.	Students.	Year.	Students.
1876 (spring term).....	26	1887-88.....	50
1876-77.....		1888-89 (fall term).....	38
1877-78.....		1889-1890 (fall term).....	50
1878-79.....	22	1890-91 (all regular).....	66
1879-80.....	30	1891-92.....	105
1880-81.....	61	1892-93.....	111
1881-82.....	94	1893-94.....	130
1882-83.....	76	1894-95.....	135
1883-84 (fall term).....	49	1895-96.....	161
1884-85.....	50	1896-97.....	180
1885-86.....	51	1897-98.....	183
1886-87.....	49	1898-99.....	220

Graduates.

Year.	Number of graduates.	Year.	Number of graduates.
1883.....	2	1893.....	6
1886.....	2	1894.....	6
1888.....	4	1895.....	23
1889.....	3	1896.....	14
1890.....	1	1897.....	23
1891.....	2	1898.....	24
1892.....	9	1899.....	20

Nearly all of these graduates are employed in responsible positions as chemists or mining engineers. The authorities of the School of Mines take special pains to secure positions for their graduates and are successful in so doing. Students are frequently induced to leave the school before graduating by offers of good positions.

REQUIREMENTS FOR ADMISSION.

Candidates must be at least 17 years of age. They must sustain examinations in English, geography, arithmetic, algebra, geometry, and zoology.

Graduation diplomas from accredited high schools are accepted in lieu of examination to entering class.

COURSES AND DEGREES.

There are two full courses of study, viz: Mining and metallurgical engineering, and electrical engineering. Each covers a period of four years.

The degrees given are: Engineer of Mines and Metallurgy (E. M.), and Electrical Engineer (E. E.)

No special or partial students are admitted, except as post-graduates.

The course in mining and metallurgy is outlined as follows:

Freshman year: Algebra, trigonometry, general chemistry, analytical and descriptive geometry, drawing, qualitative analysis.

Sophomore year: Calculus, analytical geometry, mineralogy, physics, physical laboratory, mechanism, quantitative analysis, mechanical drawing, chemical analysis, (lectures), volumetric analysis, and fire assaying.

Junior year: Calculus, geology, mechanics, surveying, metallurgy, machine design, graphics.

Senior year: Metallurgy, mining, hydraulics, theory of construction, mining and metallurgical design, hydraulic laboratory, theoretical chemistry, testing laboratory, power transmission, technical chemistry, steam-engine laboratory.

Over one-half of the students fail to pass the examinations of the freshman year. After the first year most of the students are able to complete the course, although the examinations are still very rigid.

MINING AND METALLURGICAL EXCURSIONS.

Visits to local mines and metallurgical plants are of weekly occurrence during the last two years of the course. In addition to these the senior class makes two excursions to more distant plants. The graduating class of 1898 devoted two weeks to the spring trip, visiting Manitou for the study of the local geology; Cripple Creek, for the inspection of the mines, cyanide mills, and power plants of the famous gold camp, the large chlorination plant at Colorado City; the coal mines and the plants of the American Zinc-Lead Company and the Colorado Electric Power Company at Canon City, and the steel works and lead smelters at Pueblo.

Many students work during the summer months in mines or mills. Though this is no part of the course, students in the upper classes are urged to avail themselves of these opportunities.

LIBRARY.

The library contains nearly 5,000 volumes, exclusive of pamphlets, mostly standard, scientific, and technical works, though history and travels are not neglected. Its cost per volume, as must be the case with scientific works, has been large. Complete sets of the transactions of the institute of mining engineers, civil engineers, association of engineering societies, journals of chemistry, electricity, and metallurgy, and technical encyclopedias in various lines are among the recent additions.

MUSEUM.

The college has a large collection of specimens, mostly arranged for purposes of instruction, and distributed among the various class rooms. The museum proper

contains many specimens of gold and silver ore, zeolites, calcites, and other specimens interesting to visitors.

Within the past three years over 10,000 specimens have been added to the collection.

APPARATUS AND MACHINERY.

The estimate for the year 1899 on the value of apparatus and machinery was \$45,000.

FINANCES.

The School of Mines has never received any grant of lands from either Federal or State governments.

There is no permanent endowment. There have been gifts of machinery and apparatus from time to time.

Tuition is free to bona fide residents of Colorado. Students from other States pay \$50 a term. All are charged with material consumed or broken.

The State has seldom made special appropriations for the support of the school. Besides the small amount appropriated in 1870, the special appropriations have been as follows:

1874.....	\$10,000
1876.....	3,500
1893.....	20,000
1895.....	5,000
Total.....	38,500

The main source of revenue since the year 1879 has been the tax of one-fifth of a mill upon the assessed valuation of the State, which now amounts to about \$40,000 a year.

The table below shows the expenses of the school from the year 1879 to the year 1898. From these figures must be deducted over \$42,000, being the amount of the debts incurred from time to time.

1879-80.....	\$20,049.46	1892-1894.....	\$91,058.23
1880-1882.....	^a 35,864.64	1894-1896.....	97,904.91
1882-1884.....	54,330.55	1896-1898.....	^c 89,541.91
1884-1886.....	33,337.81	Total.....	637,873.12
1886-1888.....	44,744.04	Less debts.....	40,000.00
1888-1890.....	^b 94,169.12	Net expenditures.....	^d 600,000.00
1890-1892.....	76,872.45		

The value of the property of the School of Mines is at present something over \$200,000. The school possesses very little land, and town sites in the neighborhood are therefore held at exorbitant figures.

SOURCES OF INFORMATION.

The catalogues and reports of the School of Mines.
A conversation with President Chauvenet.

^a Debt, \$10,000. ^b Debt, \$11,481.22. ^c Debt, \$21,387.61. ^d In round numbers.

Chapter V.

THE STATE AGRICULTURAL COLLEGE.

The first move toward establishing an agricultural college in Colorado was made by Congress in what is known as the Morrill Act of July 2, 1862, which gave public lands to the several States and Territories in order to "provide colleges for the benefit of agriculture and the mechanic arts." According to this act, each State was to receive 30,000 acres for each Senator and Representative it had in Congress.

Section 4 of the Morrill Act reads as follows:

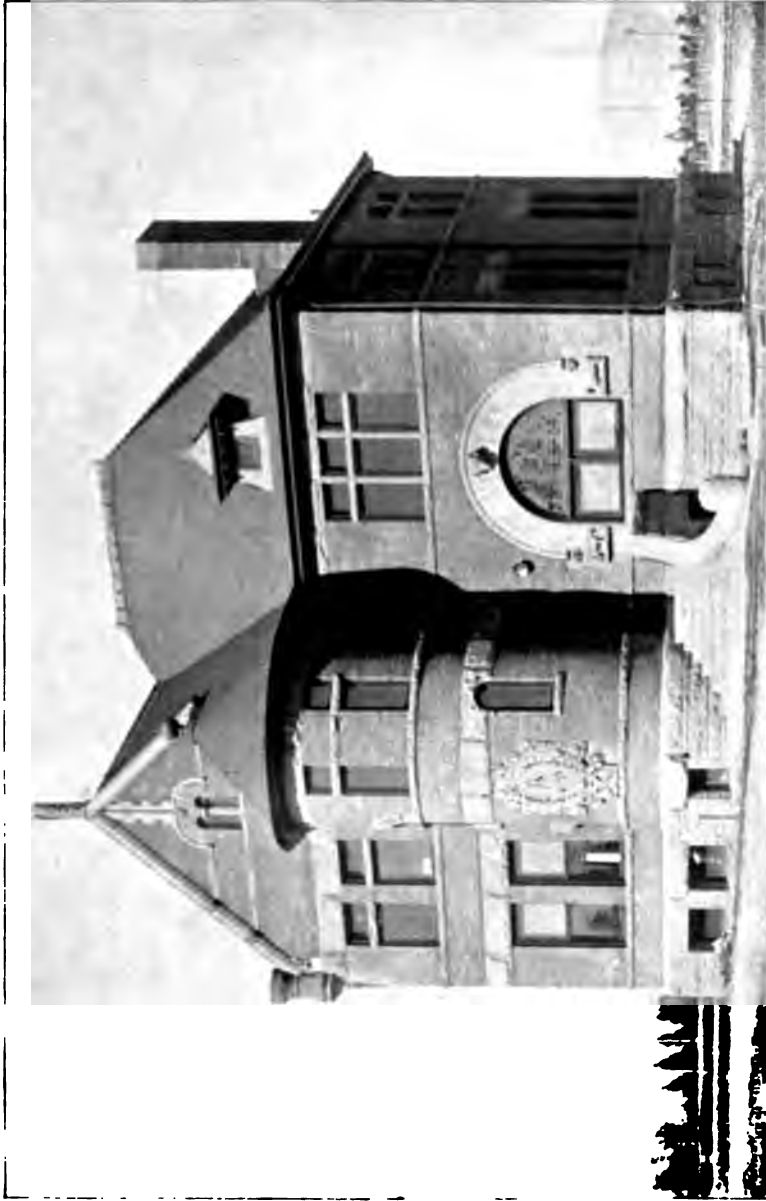
The leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislators of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life.

This act can not be said to have established the Agricultural College, for the lands were not finally made available until the year 1884, yet the provisions of the act were known and must have encouraged the legislators of Colorado in establishing the college. Through this act the college received an endowment of 90,000 acres of land.

On February 11, 1870, an act of the Territorial legislature nominally established the Agricultural College, fixed its location at Fort Collins, and named a board of trustees, 12 in number, but appropriated no funds for the institution.

The people of Fort Collins, however, took a lively interest in the proposed college and, before 1872, 240 acres of land near Fort Collins were given for college purposes by Arthur H. Patterson (80 acres), Robert Dalzell (30 acres), Joseph Mason, H. C. Peterson, and J. C. Mathews (jointly 50 acres), and the Larimer County Improvement Company (80 acres).

On February 13, 1874, the Territorial legislature made an appropriation of \$1,000 to aid the trustees in erecting buildings, provided they should raise "by subscription, donation, or otherwise," an equal sum for buildings and grounds. More than the required sum was subscribed by the Improvement Company, by Collins Grange, and by private parties, amounting in all to \$1,123. In order to secure certain rights that were in danger from the inaction of the authorities, the



AGRICULTURAL HALL, STATE AGRICULTURAL COLLEGE.



members of Collins Grange held a picnic on the college grounds. During the day 20 acres of college ground were sown to wheat and cottonwood cuttings planted along the north line of the grounds. This wheat land, in harvest time, produced a yield of 375 bushels.

The total sum available from the legislative appropriation, from subscribers, and from interest was \$2,160. Of this the sum of \$1,705.76 was spent before October 1, 1876, leaving a balance in the treasury of \$454.24. A "substantial brick building" of diminutive size had been erected on the grounds and some other improvements had been made. At this time the property of the college, in land and building, was estimated at \$5,000.

In this year the college became an institution of the new State of Colorado, and early in 1877 it came under the control of the State board of agriculture. The act establishing this board provides as follows:

That a board is hereby constituted and established which shall be known by the name and style of the State board of agriculture. It shall consist of eight members, besides the governor of the State and the president of the State Agricultural College, who shall be ex officio members of the board. The governor, by and with the consent of the senate, on or before the third Wednesday of January of each biennial session of the general assembly, shall appoint two members of the board to fill the vacancies that shall next occur, which vacancies shall be so filled that at least one-half of the appointed members of the board shall be practical farmers.

The State board of agriculture shall have the general control and supervision of the State Agricultural College, the farm pertaining thereto, and lands which may be vested in the college by State or national legislation and of all appropriations made by the State for the support of the same. The board shall have plenary powers to adopt all such ordinances, by-laws, and regulations, not in conflict with the law, as they may deem necessary to secure the successful operation of the college and promote the designed objects. The design of the institution is to afford thorough instruction in agriculture and the natural sciences connected therewith. To effect that object most completely, the institution shall combine physical with intellectual education, and shall be a high seminary of learning, in which the graduates of the common school of both sexes can commence, pursue, and finish a course of study, terminating in thorough theoretical and practical instruction in those sciences and arts which bear directly upon agriculture and kindred industrial pursuits.

On March 9, 1877, the first general assembly also provided for the support of the college by a levy of one-tenth of a mill upon the assessed valuation of property in the State, thus giving to the college an income of about \$7,000 a year.

The first meeting of the board of agriculture was held in the office of Governor John L. Routt, in Denver, on March 19, 1877. The members of the board were as follows: William Bean, M. N. Everett, Harris Stratton, John J. Ryan, B. S. La Grange, W. F. Watrous, P. M. Hinman, John Armor. W. F. Watrous was made president and Harris Stratton secretary of the board. The term of office of the members was determined by lot.

It was decided to spend about \$7,000 in the construction of a build-

ing, which was begun in the summer of 1878 and finished early in 1879.

On February 3, 1879, the general assembly made better provision for the support of the college by a levy of one-fifth of a mill in place of the levy of one-tenth of a mill made in 1877.

The college was opened for students on September 1, 1879, with Rev. E. E. Edwards, D. D., of McKendree College, Lebanon, Ill., as president, assisted by A. E. Blount, A. M., as professor of agriculture, and Frank J. Annis, A. B., as professor of chemistry.

During the first term there were 20 students in attendance. There was but one course of study. The college year closed with the autumn term and the second year began with the spring term after a winter vacation. This plan was abandoned after a couple of years, and the long vacation thereafter extended from June to September. In addition to the work of instruction in agriculture, Professor Blount established a model farm and carried on experiments of considerable value. At the close of 1880, the value of the farm and buildings was estimated at over \$20,000. In 1881 a dormitory was erected at a cost of \$6,000.

During the year 1880, 45 students were reported in attendance, and in the following year the number had increased to 62. It was found that many of those who applied for admission were poorly prepared, and an introductory or preparatory year was introduced with a course of study equivalent to that of the eighth grade in the public schools. For those who had completed the work of this year a four years' course was offered. This course, as revised in 1882, was as follows:

Freshman year: Algebra, geometry, rhetoric, bookkeeping, ancient history, drawing, botany, agriculture, labor (two hours a day).

Sophomore year: Geometry, trigonometry, surveying, physics, history, English literature, drawing, chemistry, blowpipe analysis, zoology, mechanics, shopwork (two hours daily).

Junior year: Physics, meteorology, geology, anatomy, physiology, entomology, chemical analysis, floriculture, horticulture, agricultural chemistry, labor.

Senior year: Botany, astronomy, moral science, stock breeding, food stuffs, household economy, landscape gardening, veterinary science, United States Constitution, psychology, logic, political economy, mechanics (two hours shop work).

On April 2, 1882, President Edwards resigned and was succeeded on August 1 by Clarence L. Ingersoll, M. S. At that time the faculty numbered 7 in all.

In 1883 the legislature made a special appropriation for a mechanical shop and a conservatory. In the same year the department of veterinary science and zoology was created.

On June 7, 1884, three students were graduated from the college. In April of this year the department of music was added, making seven departments in all. Those of agriculture, horticulture and botany, chemistry and physics, mathematics and engineering, mechan-



HORTICULTURAL HALL, STATE AGRICULTURAL COLLEGE.



ics and drawing, veterinary science and zoology, and the department of music.

In the biennial report for 1884, the work of the college is thus outlined in its "threefold character:"

First. Giving instruction such as shall educate the mind, eye, and hand, and send into the various industries of the State men and women trained to make the best self-supporting citizens, those who will add to the material wealth of the State.

Second. To experiment in directions where private individuals can not or will not, and to put the results before the people for their benefit.

Third. To exhibit the work of our hands in various lines, and call attention to the resources which lie hidden, as it were in our soil, water, and climate, and to protect the great stock interests of the State by the use which we can make of our veterinary department.

In June, 1886, the course of studies adopted in 1882 was reduced to three recitations daily, and more attention was given to irrigation engineering, a most important subject in an arid country like Colorado, where the farmer is almost entirely dependent on irrigation for the success of his crops.

In 1887 the "Hutch experiment station bill" passed Congress and in February, 1888, an appropriation was made of \$15,000 a year for the support of an experiment station in Colorado in connection with the State Agricultural College. The agricultural experiment station was forthwith organized, with auxiliary stations near Del Norte, Rockyford, and Eastonville, and since that time it has regularly received the appropriation of \$15,000 a year. This fund can not be used for any purpose other than experimental investigation, but since the president and other members of the college faculty are also officers of the experiment station and receive salaries in connection therewith, the fund is of great benefit to the college.

In the year 1889 the State legislature made a special appropriation of \$18,000 for erecting an extension to the main building.

On August 30, 1890, was passed what is known as the "second Morrill Act," by which Congress gave the Agricultural College the sum of \$15,000 for the first year and an additional \$1,000 each year until the total sum of \$25,000 should be reached. No part of this appropriation can be used for building or repairing, but the whole must be "applied only to instruction in agriculture, the mechanic arts, the English language, and the various branches of mathematics, natural and economic science, with special reference to their applications to the industries of life and to the facilities for such instruction."

The income thus received has been of great benefit to the college. For the year 1899 it was \$25,000, and will remain at that point during future years.

On March 17, 1891, the State legislature passed an act to replace the one-fifth mill tax by a tax of one-sixth of a mill, whereby the income of the college was considerably reduced for several years, until

in 1895 the act was declared unconstitutional by the supreme court of the State and the one-fifth mill tax restored.

In the year 1891 President Ingersoll resigned. Prof. J. W. Lawrence acted as president until the appointment of Alston Ellis, A. M., Ph. D., LL. D., as president and professor of political economy and logic.

At that time the faculty numbered 15 in all. There were 4 courses, with 11 departments. There were 146 students, of whom 101 were men and 45 women. The library contained 4,270 bound volumes and 6,880 pamphlets.

Since that time the college has grown rapidly in numbers and usefulness, as can be seen from the appended statistics.

Early in 1899 President Ellis resigned his position and on August 1 he was succeeded by Rev. Barton O. Aylesworth, A. M., LL. D., formerly president of Drake University, Des Moines, Iowa.

Students and graduates.

Year.	Males.	Females.	Total.	Graduates.
1879			20	
1880	14	11	25	
1881	25	22	47	
1882	49	32	81	
1883	50	31	81	
1884	40	37	77	3
1885	50	46	96	3
1886	45	42	87	1
1887	63	42	105	4
1888	71	38	109	4
1889	73	34	107	3
1890	58	18	74	3
1891	77	29	106	3
1892	101	45	146	3
1893	135	44	179	7
1894	142	55	197	7
1895	164	65	229	13
1896	161	71	232	12
1897	223	112	335	11
1898	245	99	344	13
1899	261	94	345	13

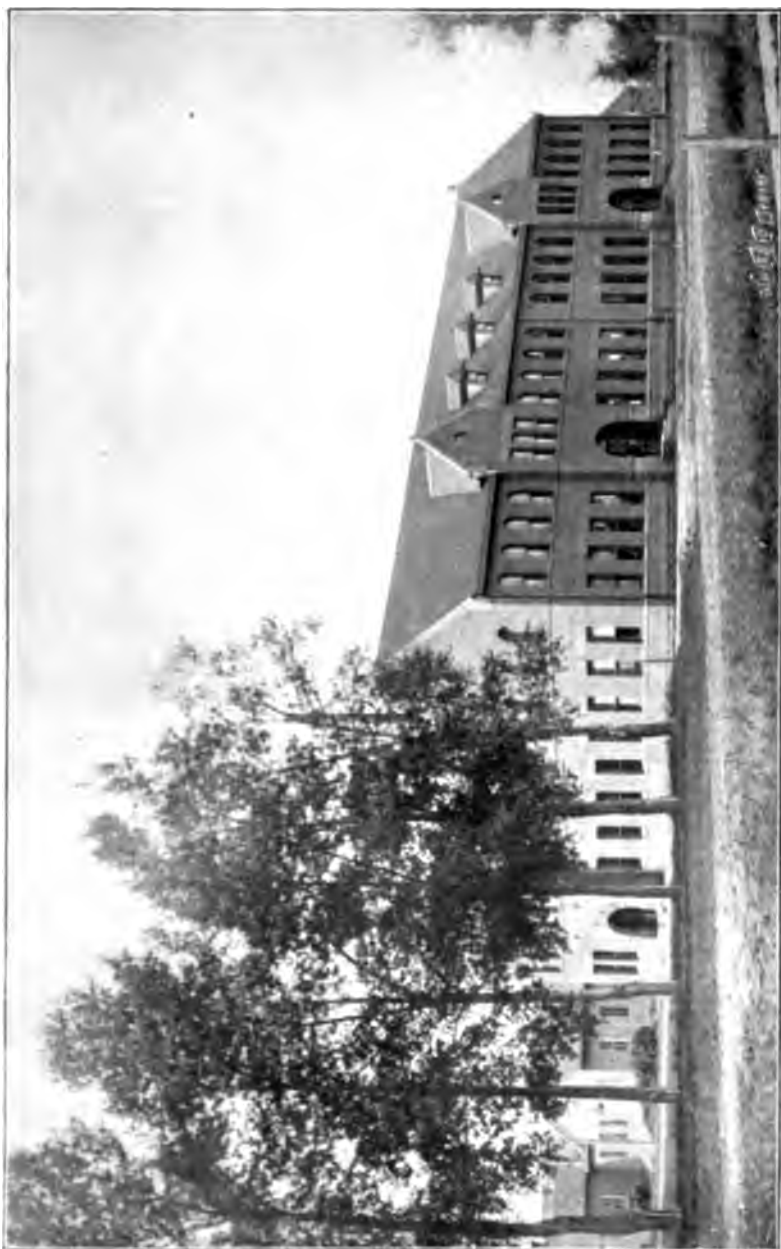
REQUIREMENTS FOR GRADUATION.^a

The preparatory year and the subfreshman year are equivalent to the eighth and ninth grades of the public schools.

The college courses may, therefore, be regarded as equal to the last three years of a high-school course and the first year of a college course, if we regard the agricultural subject and the daily labor as equivalent to the ancient and modern languages of high-school and college work.

The work of freshman and sophomore years is the same in all the courses. After the sophomore year the student may elect one of five courses: Agricultural, mechanical engineering, civil and irrigation

^aSeveral changes have since been made.



MECHANICAL ENGINEERING BUILDING, STATE AGRICULTURAL COLLEGE.





CHEMICAL LABORATORY, STATE AGRICULTURAL COLLEGE.

engineering, ladies' course, or the commercial department. The work as prescribed for students taking the agricultural course is as follows:

Freshman year: Geometry, agriculture or carpentry and joinery, botany, general history, rhetoric and rhetorical analysis, solid geometry, mechanical drawing, domestic science, work in shop and on farm, military drill, and physical culture.

Sophomore year: Algebra, literature, physiology, trigonometry, physics, descriptive geometry, psychology, domestic science, household hygiene, stock breeding, surveying, shop, dairying, military drill and physical culture, and rhetorical work.

Junior year: Physics, meteorology, physiological botany, geology, zoology, recent history, stock feeding, landscape gardening, entomology, irrigation, hydraulics, farm work, military drill, and rhetorical work.

Senior year: Chemistry, literature, Constitution of the United States, logic, political economy, recent history, sociology, dairying, horticulture, agricultural chemistry, work in garden, military drill, and rhetorical work.

All the courses lead to the degree of Bachelor of Science except that of the commercial department.

The degree of Master of Science will be conferred upon all graduates of the college who pursue thoroughly some line of work after graduation, and who submit an acceptable thesis.

THE LIBRARY.

The college library was founded in 1878 by donations from members of the faculty and interested citizens of Fort Collins, aided by a small purchasing fund derived from the one-fifth mill tax. Now it contains 14,000 bound volumes, besides many thousand pamphlets. Over 100 periodicals are taken by subscription and many by exchange.

BUILDINGS.

The chief buildings are the main college building, chemical laboratory, horticultural hall, agricultural hall, mechanical engineering building, mechanical engineering laboratory, civil and irrigation engineering building, domestic science building, greenhouses and forcing house.

FARM AND STOCK.

The farm contains 240 acres nearly all under cultivation. The live stock consists of Clydesdale grade draft horses, shorthorn and Jersey cattle, Shropshire sheep, and Berkshire hogs.

SCIENTIFIC AND TECHNICAL APPARATUS.

All departments of science have elaborate, modern, and costly equipment. Fine cabinets of specimens are to be found in the museum. Laboratory work in agriculture and dairying, horticulture and botany, chemistry, physics, geology and mineralogy, comparative anatomy, and entomology is done with the aid of apparatus representing a cost of \$25,000.

FINANCES.

All college fees were abolished in January, 1891. Tuition in all the regular and special classes of the college is free. There is no charge of any kind for material used in the laboratory work or for books taken from the college library.

The land-income fund is derived from interest on money received from sales of the land donated by the General Government under the Morrill Act of 1862, and from rents of leased lands not yet sold. It amounts to about \$8,000 a year.

Under the Hatch Act the college receives \$15,000 a year for the support of the United States experiment station. No part of this fund is available for college support, yet the burden on college funds is considerably relieved thereby. The United States fund under the Morrill Act now yields \$25,000 a year.

The State tax fund of one-fifth of a mill on all taxable property of the State yields about \$40,000 a year.

A special fund, derived from the sale of stock, farm products, and the like, yields about \$1,000 a year.

The yearly receipts from all sources are, therefore, about \$89,000, and it is safe to say that the Agricultural College is financially the most prosperous of all the educational institutions of the State.

Special appropriations have been granted by the State legislature from time to time as follows:

Year.	Amount.	Purpose.
1881	\$5,000	College dormitory.
1883	10,000	Mechanical engineering building.
1889	18,000	Extension of main building.
1891	6,500	Sewer system.
1895	10,000	Additions to buildings.
1899	15,000	Do.
Total	\$64,000	

The appropriation of 1899 has not been paid, and it is not likely that it will ever be paid, owing to the fact that the State revenue is not likely to be sufficient for this and other special appropriations.

VALUE OF PROPERTY.

The total valuation for each of eight years is given below:

1891	\$144,568.98	1895	\$207,411.83
1892	176,600.26	1896	212,699.52
1893	187,847.53	1897	232,667.62
1894	197,633.76	1898	253,288.73

In addition, the experiment station property was in December, 1898, valued at \$25,627.58.

THE AGRICULTURAL EXPERIMENT STATION OF COLORADO.

The experiment station, founded under the Hatch Act of 1887, has continued to do good work since that time. Since the conditions under which agriculture must be carried on in Colorado are very different



CIVIL AND IRRIGATION ENGINEERING BUILDING, STATE AGRICULTURAL COLLEGE.



from those in nonarid States, the need for experiments and systematized knowledge in agriculture is very great.

Section 4 of the Congressional act relating to experiment stations provides "that bulletins or reports of progress shall be published at the said stations at least once in three months." The first bulletin of the station was issued in August, 1887, under the title Reports of Experiments in Irrigation and Meteorology, by Prof. Elwood Mead. Since that time over forty of these bulletins have been issued. Among the subjects investigated may be mentioned grains, grasses, alfalfa, sugar beets, potatoes, apples, strawberries, tobacco, the Russian thistle, milk, insects, soils and alkali, weeds, seepage, artesian wells, cattle feeding.

The main station is located at the Agricultural College and the substations at Rockyford and Cheyenne Wells. The president of the college is director of the experiment station, and nearly all the officers of the station are also members of the college faculty.

SOURCES OF INFORMATION.

The official reports to the governor and to the State superintendent of public instruction, especially the Eighteenth Annual Report, containing a historical sketch by President Ellis.

Chapter VI.

THE STATE NORMAL SCHOOL.

Section 12 of the act which established the State University in the year 1877 provides as follows:

The university shall include a classical, philosophical, normal, scientific, law, and other departments.

It was, therefore, originally intended that the university should do the work of a normal school. A normal course was established at the university and continued to exist until the year 1889, when the State Normal School was established. The normal work done at the university included but little direct pedagogical instruction, and it was thought by many that such instruction could better be given in an independent normal school.

The "Act to establish, govern, and maintain a State normal school" was passed by the State legislature in the session of 1889, approved on April 1 of that year, and went into effect on July 1. It provided as follows:

A State normal school is hereby established at or near the city of Greeley, in the county of Weld, and State of Colorado, the purpose of which shall be instruction in the science and art of teaching, with the assistance of a suitable practice department, and in such branches of knowledge as shall qualify teachers for their profession: *Provided*, That a donation shall be made of a site for said normal school, consisting of 40 acres of land, with a building erected thereon according to plans and specifications furnished by the State board of education, and to cost not less than \$25,000, \$10,000 of which shall be paid by the State, as hereinafter provided:

The act further provided for the government of the Normal School by a board of six trustees, to be appointed by the governor, two for two years, two for four years, and two for six years, and thereafter two to be appointed every two years for a term of service of six years. The State superintendent was also to be ex officio a member of the board.

An appropriation of \$20,000 was made, half of which was to be used for the building, and the other half for furniture and for the running expenses of the school during the year 1890.

The city of Greeley and holders of property in Greeley provided the 40 acres above mentioned and \$15,000 in cash, and the work of erecting a building was begun. According to the approved plans the

building was to be a large edifice of brick, trimmed with red sandstone, 240 feet in length. It was not possible, with the limited funds at the disposal of the board, to do more than erect the east wing, which was completed in the year 1891.

The Normal School opened its doors to students on October 6, 1890, with a faculty of five teachers in the Normal School proper and five in the model school, under the presidency of Thomas J. Gray. The other members of the normal faculty were Paul H. Hanus, A. M., professor of pedagogy; Margaret Morris, English and history; Mary D. Reid, mathematics and geography, and John R. Whiteman, vocal music.

On November 25, 1890, President Gray reported 76 students in the normal classes and 255 in the model school. In this report President Gray writes as follows:

With a view of giving this completeness to the school system of the State, the friends of the public schools ask for a State Normal School. The young men and women of the State have a right to expect at home as good opportunities for preparation for teaching as they can find in other States. The State must meet their demand or they will seek such advantages elsewhere, and the State will lose them from her schools. The act of the last general assembly creating the school brings the State into line with New York, Pennsylvania, etc. It now only remains for the general assembly to make such provision for the financial support of the Normal School of Colorado as will meet its necessities and enable it to fulfill the purpose of its creation.

On September 8, 1891, President Gray was succeeded by Z. X. Snyder, Ph. D., as president and professor of psychology and science of education. The faculty was increased in members and the courses of study were reorganized. The normal course included five years—preparatory, freshman, sophomore, junior, and senior—and the work as laid down in the catalogue was equivalent to that done in a good high school. The model school comprised the usual eight grades of a public school.

The general policy of the Normal School is expressed in the catalogue for 1891:

The function of the Normal School is to make teachers. To do this it must not only keep abreast the times, but it must lead the educational van. It must project the future. There must be within it a continual growth in scholarship, power, culture, and influence; such scholarship, such power, such culture, such influence as will grow strong men and women equipped for the work of teaching. To this end those who graduate must be scholars and teachers—teachers possessing a high type of character. To make the former there must be strong academic departments; the latter, strong professional training. In short, the function of the school is to promote and elevate the teacher, and by so doing promote and elevate the profession of teaching, which will result in the rise of the general intelligence and culture of the people of the State.

Under the administration of President Snyder the Normal School soon became thoroughly organized. The kindergarten department

was opened in 1892. The normal building was increased to its present size in 1893. The faculty was gradually increased in numbers and efficiency. The equipment in the various departments was rendered more and more complete. The number of students increased until the year 1896, when it reached its maximum. The number of graduates has steadily increased.

Students and graduates.

Year.	Normal school.	Model school.	Kindergarten.	Total.	Graduates.
1894-91	96	255		351	12
1891-92	272	41		313	16
1892-93	314	75	56	445	23
1893-94	363	87	65	515	35
1894-95	363	193	62	618	32
1895-96	419	165	72	656	31
1896-97	357	148	50	555	44
1897-98	303	154	45	502	57
1898-99	323	134	39	496	70
Total	2,810	1,242	389	5,351	320

REQUIREMENTS FOR ADMISSION.

At a meeting of the board of trustees, held June 2, 1897, a resolution was passed making the course three years, namely: Sophomore, junior, and senior years. The resolution regulates the admission.

1. All who enter must give evidence of good moral character.
2. High school graduates, or those having at least an equivalent education, may enter the junior class without examination.
3. Persons who hold a teacher's certificate will be admitted to the sophomore class without examination. All also who have an equivalent education will be admitted.
4. Graduates of other normal schools of high standing will be admitted to the senior year.
5. College graduates will be admitted to the senior year.

REQUIREMENTS FOR GRADUATION.

Any person who completes the required course of study, and who possesses skill in the art of teaching, and who is of good moral character, will receive a diploma, which, according to law, is a life certificate to teach in the State of Colorado; and, in addition, he will have conferred upon him by the trustees and faculty of the institution the degree of Bachelor of Pedagogy.

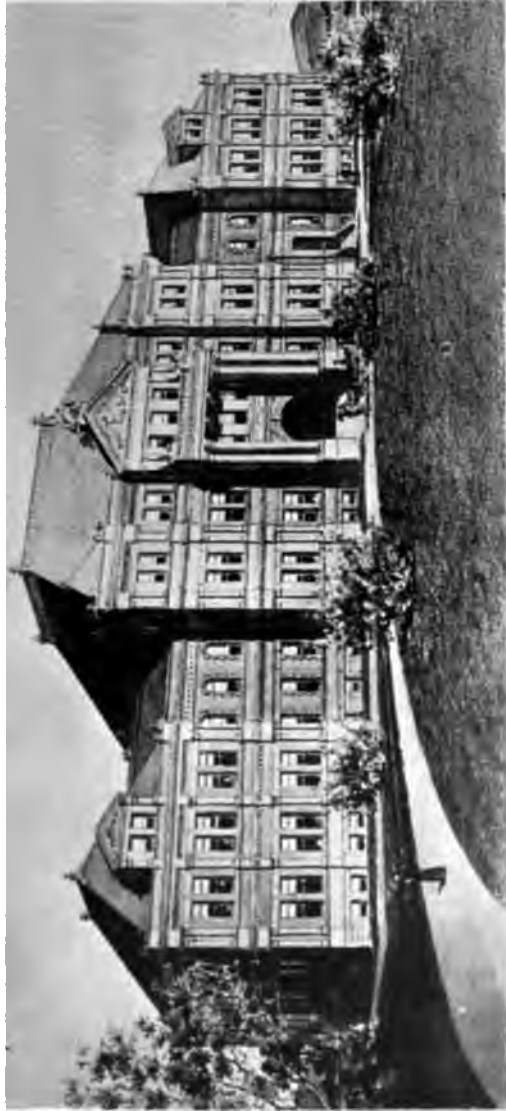
The courses of study are as follows:

Senior year. Algebra; geometry; biology; literature and English; reading and physical culture; Latin, German, French, Spanish, or English.

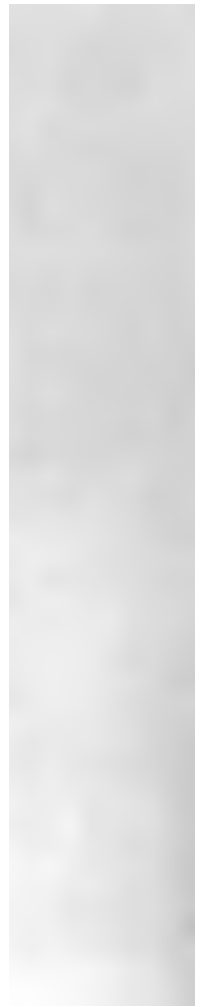
Junior year. Psychology; history and English; Latin, German, French, Spanish, or English; reading and physical culture; drawing; Sloyd, domestic economy, sewing, and other work; arithmetic; observation and pedagogy.

Sophomore year. Philosophy and history of education; physiography; physics and chemistry; model practice and pedagogy; literature and English; American history; reading and physical culture.

In the kindergarten department a two years' course of study is offered, including psychology, history of pedagogy, philosophy of



STATE NORMAL SCHOOL OF COLORADO.



education, sciences, physical culture, Sloyd, history and philosophy of the kindergarten, and nature study.

Upon completion of this course a diploma is given "licensing the holder to teach in the public kindergarten and primary schools of the State without further examination of any kind."

THE LIBRARY.

The library contains about 16,000 volumes. In the library are on file about 120 magazines and periodicals.

LABORATORIES.

The Normal School is well supplied with well-equipped laboratories for the teaching of chemistry, physics, biology, and physiology.

The pedagogical museum "contains publications donated by authors and publishers, school apparatus, charts, devices, school supplies in general, and work done by the different schools of the country

FINANCES.

The Normal School is supported by a tax of one-sixth of a mill upon all property in the State, amounting to over \$35,000 a year.

The State legislature has also made special appropriations from time to time. In 1899 the legislature made a special appropriation of \$25,000, which has not yet been paid.

The Normal School receives also a certain amount every year in fees. The income from this source for the year ending October, 1898, was \$1,400.

All students over 16 years of age who declare their intention to teach in the public schools of the State of Colorado are exempt from tuition fees. All students pay a reading-room fee, a laboratory fee, and a fee for the use of text-books.

THE NORMAL BUILDING.

A splendid edifice of pressed brick, trimmed with red sandstone, is being built, one wing and center of which is now finished and in use by the school. When finished there will be no finer normal school building in the United States, and none more commodious.

SOURCES OF INFORMATION.

The annual catalogues of the State Normal School. The official reports of the State superintendent of public instruction.

Chapter VII.

PUBLIC LIBRARIES IN COLORADO.

By provision of the constitution of Colorado, public libraries are exempt from taxation.

Various State laws, especially the session laws of 1893, provide for the establishment of libraries by any town or city in Colorado. The municipal government itself may maintain a public library from "the clear proceeds of all fines for any breach of any penal ordinance in any city in this State." Otherwise a vote of the electors may be taken to decide whether a tax shall be levied, not to exceed 2 mills on the dollar, for the support of public libraries.

The laws also provide for the management of public libraries by boards of directors, for the right to receive public documents, and for the possession and control of property.

THE STATE LIBRARY.

The session laws of 1861 provided for the establishment of a Territorial library and made the Territorial superintendent of public instruction *ex officio* librarian. By act of 1865 the Territorial treasurer was made *ex officio* librarian, but by act of 1877 the State superintendent of public instruction was and still remains *ex officio* State librarian.

The present superintendent of public instruction is Mrs. Helen Grenfell. The library is practically in charge of the assistant librarian.

The library is located in the State capitol at Denver. There are at present about 15,000 volumes, largely Government reports. Among these may be mentioned a complete set of Congressional Records from 1775 to the present time and the reports of the United States Patent Office. There is also a number of works on American history, including genealogy.

The library is a valuable one, especially for students of law and history. Its quarters are pleasant and commodious, and every facility is offered to readers. Books may be borrowed upon deposit of a sum of money equal to twice the value of each book.

The State legislature has provided the small sum of \$500 a year for the purchase of books and for incidental expenses.

THE SUPREME COURT LIBRARY.

This library was founded by act of the Territorial legislature about the year 1874. It is maintained from the fees of attorneys on admission to the Colorado bar. Its revenue is about \$2,000 a year.

The clerk of the supreme court, Horace G. Clark, is *ex officio* librarian. The assistant librarian is F. A. Richardson, bailiff of the supreme court.

The library is a mine of information for judges, lawyers, and students of history in its constitutional and legal aspects. It contains an almost complete series of the judicial reports of the United States Supreme Court, the United States circuit courts, and the various State courts, besides digests, statutes, English reports, and reprints of public documents. There is also a fine collection of text-books, treatises, and leading cases. There are in all over 15,000 volumes.

The library is located in the State capitol and is open to the public as a consulting library.

By rule of the superintendent

No books shall be withdrawn from the library of this court for any purpose, except by order of the court in open session.

Of all law books that come to the various departments of the State, one copy must be sent to the supreme court library.

THE STATE HISTORICAL LIBRARY.

This library, which is part of the exhibit of the Historical and Natural History Society of Colorado, is located in the State capitol. It contains about 7,000 volumes, largely consisting of files of newspapers, books concerning Colorado, and State documents, together with other documents pertaining to the history of the State.

The rest of the exhibit consists of relics of Cliff Dwellers, other Indian relics, relics of the civil war, Spanish relics, relics of early times in Colorado, collections of birds and mammals, and, in general, a miscellaneous collection illustrative of the history of Colorado and other Western States.

The collections are in charge of Curator William C. Ferril.

THE PUBLIC LIBRARY OF THE CITY OF DENVER.

Until the present year there were two public libraries in Denver, the Denver Public Library and the Denver City Library. The former was founded in 1878 as the Public School Library, and in 1889 it became the Public Library. It was established and maintained by the board of education, school district No. 1, and was located in the

East Denver High School. Until recently this library was in charge of J. C. Dana and contained about 40,000 volumes.

The Denver City Library was founded in 1886 by the Chamber of Commerce, and was maintained jointly by that institution and the city of Denver. It was until 1899 in charge of Charles R. Dudley, contained about 35,000 volumes, and was located at the Chamber of Commerce in somewhat restricted quarters.

These two libraries have since been united into one. During the summer of 1899 a two-story building was erected at the corner of Fifteenth street and Court place, at a cost of \$12,000, for the accommodation of the united libraries. The building is by no means worthy of the library and is intended only for temporary use.

The library now numbers about 80,000 volumes. They form a thoroughly well-selected collection, and are of great value, not only to casual readers, but also to students and even investigators. Apart from works of fiction, the books are classified into ten divisions—bibliography, philosophy, religion, sociology, philology, sciences, practical arts, fine arts, literature, and history.

The library also contains the official library of the Colorado Medical Library Association, and has a large number of valuable books on medicine, together with the leading medical journals. The public were until lately admitted not only to the reading rooms, but also to the stack rooms, and in other respects the directors have pursued a very liberal policy.

The consolidated library is in charge of Charles R. Dudley, with John Parsons as assistant librarian.

COLORADO SPRINGS FREE READING ROOM AND PUBLIC LIBRARY.

Founded in 1885 by committees from the churches as the Colorado Springs Social Union. Maintained by subscription for a number of years. About 1890 the city voted \$500. In years following it increased gradually to \$900, and this year, 1897, the city gives \$1,500, and we have a membership fee of \$1, which is optional. The circulation is rapidly increasing. Volumes, about 8,101.

The N. P. Coburn Library of Colorado College is the principal library in Colorado Springs. Citizens are admitted to the privileges of this library on the same terms as students.

CANON LADIES' LIBRARY ASSOCIATION.

Established at Canon City, March, 1886, by the ladies of the town. Became free in June, 1887. Circulation increasing. Volumes, 3,500.

YOUNG FOLKS' LIBRARY.

Established in 1888, at La Junta, by T. T. Woodruff, who maintained it for a number of years. It now collects a small tax, under the State law, which helps to maintain the library. The Women's Club has done a good deal in aid of the reading room. The board gives \$200 a year toward reading room and library.

M'CLELLAND PUBLIC LIBRARY.

Founded in 1891, at Pueblo, by several gentlemen, who at length gave it to the city, which maintains it. Volumes, 15,340.

MONTEVISTA LIBRARY ASSOCIATION.

Established in 1885 by the Ladies' Literary Club of Montevista, and still maintained through efforts of the members of the association. Volumes, about 1,000.

TRINIDAD FREE PUBLIC LIBRARY.

Founded by an association of Trinidad people in 1882. Maintained by donations, subscriptions, and by an appropriation from the city funds, annually made by the city council. Made a free public library in 1892 when Mr. T. T. Woodruff, now of La Junta, gave to it several thousand volumes. He still aids it liberally. Volumes, 8,600.

Besides these may be mentioned the Greeley Public Library, 3,224 volumes; the Idaho Springs Library, 1,600 volumes, and several public-school libraries.

STATE BOARD OF LIBRARY COMMISSIONERS.

The act creating this board was passed by the twelfth general assembly in the year 1899. Owing to a failure of revenue, none of the money appropriated was received, but another appropriation has since been made. The board is composed of the following members: Charles R. Dudley, president; Edwin H. Park, Francis E. Bonek, Alfred E. Whittaker, and George M. Lee, secretary.

SOURCES OF INFORMATION.

A pamphlet entitled *Libraries, their Establishment and Management*, issued by Grace Espy Patton, superintendent of public instruction, October 10, 1897.

An article on "Denver libraries" in the *Denver Times*, December, 1899.

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HISTORY OF EDUCATION IN TEXAS.

BY

J. J. LANE, A. M., LL. B.



WASHINGTON:
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CONTENTS.

CHAPTER I.—INTRODUCTORY STATEMENT.

	Page.
Earliest conditions	15
Effects upon education	16
Agrarian endowments	16
Educational resources	17
University management	18
Free schools and the university	18
University development	19
Contrasted university facilities	20
The university in politics	20
State sovereignty and liberality	22

CHAPTER II.—PUBLIC EDUCATION AND FREE SCHOOLS.

The Republic of Texas	23
Colonization grants	24
Raising school funds	24
Schools not satisfactory	24
Schools of the Republic	26
Colleges or universities	26
Provision for public schools	26
First State school system	27
University land endowment	27
The public-school land	28
Post-bellum conditions	29
Constitutional provisions	30
Extravagant school organization	32
Existing organic law	32
Results of "relief legislation"	35
Education of colored youths	35
Present school organization	36
Land sales and leases	37
County school lands	37
Available school fund	38
State school superintendents	39
The public high schools	39
Aftermath of "reconstruction"	40
Status of the school lands	41
"All for the school fund"	42
Summary of educational grants	43
Supposed school-land deficit	43
Land for unorganized counties	44

	Page.
Race discriminations	45
The text-book law	46
School funds and State schools	49
State school apportionments	51
Action of the legislature	52

CHAPTER III.—STATE NORMALS AND BENEFICIARY INSTITUTIONS.

Sam Houston Normal Institute	53
The Prairie View State Normal	55
Eleemosynary institutions:	
State Orphan Home	60
Institution for the Blind	61
Deaf and Dumb Institute	62
Institute for Deaf, Dumb, and Blind Colored Youths	62
Other beneficent institutions	63

CHAPTER IV.—CHURCH AND PRIVATE ENTERPRISES.

Baylor University	65
Baylor Female College	73
Howard Payne College	73
Southwestern University	74
Fort Worth University	84
North Texas Female College	86
Polytechnic College	87
San Antonio Female College	88
Coronal Institute	88
Austin College, Sherman	89
Texas Presbyterian University	92
Daniel Baker College	93
Stuart Seminary	93
Austin School of Theology	94
Trinity University	94
Texas Female Seminary	99
Add-Ran Christian University	99
Carroll College	100
West Texas Military Academy	101
Grace Hall, Austin	102
St. Mary's Hall, San Antonio	103
St. Mary's College, Dallas	104
Texas Military Institute	105
Other Church Schools:	
Central College	106
Continental College	106
Continuity College	106
St. Charles College	106
Catholic College	106
Grace Hall Female College	106
Grace Hall Collegiate Institute	106
North Texas Baptist College	106
St. Mary's College	106
St. Mary's College, San Antonio	107
St. Mary's College, San Antonio	111

	Page.
Catholic institutions—Continued.	
St. Edward's College, Austin	111
Ursuline Academy, Galveston	113
Ursuline Academy, San Antonio	114
St. Mary's Academy, Austin	116
Schools for colored students	116
Bishop College, Marshall	117
Guadalupe College, Seguin	118
Mary Allen Seminary, Crockett	118
Tillotson College, Austin	119
Wiley University, Marshall	121
Sam Huston College, Austin	121
Paul Quinn College, Waco	122
Other negro schools	122

CHAPTER V.—THE UNIVERSITY OF TEXAS.

Origin and history	123
Elementary and higher education	123
Endowment by the Republic	124
Action by the State	125
Extensive land grant	126
Free schools and the university	127
Opposition to the university	128
Question of "two universities"	133
The university in embryo	133
Status as a public school	134
Existing university grants	135
Organization of university and branches	135
Adverse land management	136
Great financial losses	140
Illiberality to the university	141
Deprived of original resources	143
Action as to neglected interests	144
Official prejudice and opposition	145
Proposed system of preparatory schools	146
Impolicy of scattering its branches	147
No university tax	148
Charges against the university	150
The university in politics	151
Complicating university affairs	152
Professors and students as politicians	153
Educational expansion	153
College and university relations	156
Election of a university president	156
Reorganization plans	157
Private benefactions	158
Relative college and university studies	161
State aid an incentive to benefactions	164
An illustrious exemplar	164
Donations and posthumous endowments	165
Contested Texas case	166
Lessons of Vanderbilt, Tulane, and Cooper	167

	Page.
Texas University as an object for benefactions.....	172
Advantages of the tax system.....	173
Mrs. Hearst's grand university enterprise.....	178
Inaction as to a university tax.....	180
Suggestions for more active endowment.....	181
The tax plan considered.....	182
Question of certificates.....	183
The university and State executives.....	185
Growth of the university.....	186
Needs of the university.....	187
The university lands.....	188
The medical department.....	188
Necessity of permanent revenues.....	189
Special tax for the Agricultural and Mechanical College.....	190
The university and the school fund.....	190
Utilization of university lands.....	191
The Cornell University plan.....	193

CHAPTER VI.—RETROSPECT OF LEGISLATION.

Efforts to "start the university".....	194
Proposed grant of 2,000,000 acres.....	196
Argument of Senator Terrell.....	196
Only 1,000,000 acres granted.....	198
Other endowment propositions.....	199
Peculiar effects of the organic law.....	200
Legislative evasion.....	202
Disappointment and revelation.....	204
Action of the twenty-sixth legislature.....	206

CHAPTER VII.—UNIVERSITY ORGANIZATION.

University act of 1881.....	210
Administrators and regents.....	212
Laying the corner stone.....	214
Academic department.....	216
The law department.....	219
Engineering department.....	219
Medical department.....	219
Additional improvements.....	225

CHAPTER VIII.—UNIVERSITY IN OPERATION.

Integration exercises.....	226
The financial outlook.....	227
The state banking.....	228
The school catalogue.....	230
The State House.....	232
First anniversary of the university.....	233
The first year of the university.....	236
Success of the first instruction.....	243

CONTENTS.

7

CHAPTER IX.—ADMINISTRATION OF THE UNIVERSITY.

	Page.
Affairs of government	245
Faculty and other officers	245
Faculty authorship	249
Coeducation in the university	250
Correlation with the public schools	251
Annual attendance of students	252
Admission of girl students	254
General information	255
Library and museum	256
Recent donations	258
Annual university addresses	258
Associations and amusements	258
Vacation schools	259

CHAPTER X.—AGRICULTURAL AND MECHANICAL COLLEGE.

Introductory statement	260
Origin of the college	260
Objects and present policy	261
Experiment stations	262
Historical retrospect	265
Establishing the college	267
Inspection of buildings	269
Constitutional provisions	269
First board of directors	270
Selection of the college faculty	271
Opening of the college	272
Reorganization of the faculty	274
New faculty chosen	274
Address to the public	276
Agricultural and mechanical features	277
Radical reorganization	278
Action of the State Grange and Alliance	279
Complaint from the farmers	283
Career as an agricultural and mechanical college	284
Succession of presidents	287
Changes in management	287
The agricultural studies	288
Conference as to the college and university	290
Gratifying progress	291
Election of President Rose	292
The Federal aid to the college	294
The college experiment station	295
The college equipment	296
Prosperity of the college	297
Annual record of students and instructors	299
Regular courses of study	299
Agricultural course	300
Horticultural course	301
Mechanical course	302
Graduates and postgraduates	303
Faculty and officers	304

	Page.
Salaries of professors.....	307
Value of property.....	307
Board of directors.....	307
Death of President Ross.....	308
Election of President Foster.....	310
College tax suggested.....	310
Student labor fund.....	311
Present administration.....	311
Colored branch school.....	312

CHAPTER XI.—NECROLOGY.

Death of Hon. Ashbel Smith.....	313
Dr. Leslie Waggener.....	316
Governor L. S. Ross.....	317
Governor O. M. Roberts.....	318
Rev. Robert L. Dabney.....	319
Sir Swante Palm.....	320

CHAPTER XII.—APPENDIX.

Increased land revenues.....	322
Suggested university improvements.....	323
Federal educational grants.....	323
Church and State schools.....	323
The State and science.....	324
Other institutions.....	328
Individual enterprises.....	327
Conclusions.....	332
Sources of information.....	334

ILLUSTRATIONS.

	Page.
The Texas State Capitol	Frontispiece.
Ball High School, Galveston	40
Baylor University, Girls' Dormitory, Main Building, Waco	66
Baylor Female College, Belton	72
Howard Payne College (center complete), Brownwood	74
Southwestern University, Ladies' Annex, Georgetown	78
Fort Worth University, University Hall	84
North Texas Female College, Julia Halsell Hall, Sherman	86
Austin College, Main Building, Sherman	90
Daniel Baker College, Stuart Seminary (east view), Brownwood	92
Trinity University, Main Academic Building	96
Texas Female Seminary, Young Ladies' Home, Weatherford	98
Add Ran Christian University, Main Building, Waco	98
Carr-Burdette College (southwest view), Sherman	100
West Texas Military Academy, San Antonio	100
St. Mary's Hall, San Antonio	102
St. Mary's College, Dallas	104
St. Mary's College, San Antonio	108
St. Louis College, San Antonio	110
St. Edward's College, Main Building, Austin	110
Ursuline Academy (south view), Galveston	112
Ursuline Academy (north view, Avenue N)	112
Ursuline Academy, San Antonio	114
Bishop Hall, Marshall	116
Guadalupe College, Seguin	116
Mary Allen Seminary, Crockett	118
Tillotson College, Austin	120
University of Texas, Main Building, Austin	132
O. M. Roberts	136
Leslie Waggener	142
Ashbel Smith	146
Thomas D. Wooten	152
John Sealy	160
George W. Brackenridge	172
S. M. Swenson	176
J. F. Y. Paine	190
A. P. Wooldridge	198
J. J. Lane	202
Medical College, Galveston	220
John Sealy Hospital, Galveston	232
George T. Winston	236
Swante Palm	256
Agricultural and Mechanical College	268
L. S. Ross	292
Assembly Hall	306

LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., January 29, 1903.

SIR: I have the honor to transmit herewith a History of Education in Texas, by J. J. Lane, A. M., LL. B. It forms No. 35 of the series of contributions to American educational history prepared under the editorship of the late Prof. Herbert B. Adams, of the Johns Hopkins University.

Since the death of Professor Adams the Bureau has had to assume the task of correcting the proof of the few circulars of his series which remain to be printed. It usually sends the proof of the various numbers to their respective authors for their revision and for correction. In the present case this course has been impossible, owing to the death of the author. This circular is printed, therefore, without the advantage of revision by the author.

Very respectfully, your obedient servant,

W. T. HARRIS,
Commissioner.

The SECRETARY OF THE INTERIOR.

LETTER FROM DR. ADAMS, THE EDITOR.

JOHNS HOPKINS UNIVERSITY,
Baltimore, Md., June 24, 1899.

SIR: I send you this day by express prepaid the completed manuscript report on the History of Education in Texas, by J. J. Lane, of Austin, who has been prominently connected with the educational service of the State. He has delivered a very thorough-going, almost exhaustive account of his subject. In fact, he perhaps errs on the side of overcompleteness and too great detail, but Texas is a coming empire of public education, and you will be glad to have a good record of its beginnings.

* * * * *

Very cordially,

H. B. ADAMS.

Dr. WM. T. HARRIS,
United States Commissioner of Education.

Chapter I.

INTRODUCTORY STATEMENT.

EARLIEST CONDITIONS.

The history of the political, social, and educational conditions in Texas incident to transition from savage occupancy and subjection to successive changes of government before becoming an American State necessarily presents a remarkable record. Originally a wilderness traversed solely by Indians, a great missionary field and theater of conquest by the French and Spanish, next a Mexican province and range for American colonization, then a republic, and finally a State of the American Union, its history has naturally been as kaleidoscopic as transcendental in its presentments.

The earliest known attempt to civilize the country was made by the Jesuits in unsuccessful efforts in 1582 to establish missions at El Paso for converting and educating the Indians.

Between 1720 and 1746 missions were established in central Texas by Franciscan fathers from Mexico. Others, which were founded by the French, remained in operation till 1812, when they were suppressed by Spain, and the Indians adhering to them were dispersed. The period during which Spaniards mainly controlled the country, from 1690 up to the date of the Mexican revolution in 1820, was noted for the efforts of the Jesuits to establish missions at various places among the Indians. Following their attempts at El Paso and other points, their missionaries in 1714 located a small settlement in San Antonio de Bexar, at the site of the present city of San Antonio, then, as now, a most ideal location, at the head of the San Antonio River. Here they built their chapels of stone, and so constructed them as to make them serve at once for churches, schools, and dwellings, as well as for forts to protect them from the unconverted Indians. Walls of most of these buildings still exist, some of them, considering their great age, comparatively well-preserved monuments of Jesuit hardihood and enterprise. One of the most interesting is "The Alamo," cherished as the Thermopylae of Texas, and standing almost perfectly outlined in the heart of the city, where in 1836 Colonel Travis and less

than two hundred brave men of his command were besieged by several thousand Mexicans under Santa Anna, and fell in defense of the American settlers.

EFFECTS UPON EDUCATION.

Intermarriage, as sanctioned by the missionaries, naturally perpetuated a wider influence upon the growing population, while, as far back as 1827, the tenets of the church were rooted in the policy of the government of "Coahuila and Texas" by the provision in the constitution that "the catechism of the Christian religion should be taught in all the primary schools established in the State." It was, however, long after the marvelous work of the missionaries had ceased and their structures had nearly all completely decayed, and in the midst of a strangely associated and religiously influenced population of Indians, Mexicans and a large and very different element of American colonists, that more important educational results responded to the progressive spirit of the American settlers. These sturdy pioneers, impelled mainly by religious convictions unlike those which were imbibed by the rest of the population and which were required to be taught in the schools, with a predominance of teaching in Spanish over that in English, were principally colonists of the most intrepid character, with leaders fully alive to all the advantages of education by reason of their experience in the States from which they came, and who, on account of their particular religion and the partiality shown in teaching the schools, resolved, when they declared their independence of Mexico in 1836, "to establish better schools," and in order to avoid direct taxation and for want of more available resources for such object, aimed to provide from the general domain for a complete system of public instruction.

AGRARIAN ENDOWMENTS.

Special landed provision for "the purposes of education while the public domain was ample for the purpose" was recommended by President Lamar, and comparatively liberal land grants were promptly made by the Texas Congress, not only for schools, but, as Lamar earnestly suggested, for "the maintenance also of a university." This action was in the main very properly confirmed by the State, as successor to the fortunes of the young Republic, and largely increased provision was eventually made to compass the grand object in view—the establishment of a complete public-school system, embracing primary schools, academies and colleges, and a university, as a climax to the system originally contemplated by the founders of the Republic. As a possible inspiration of the Republic's example, the State has provided a magnificent educational fund by making appropriations of 22,000,000 acres of land for the free schools, of which

about one-half only has been sold; besides granting about 4,000,000 acres directly to the counties, and 2,000,000 acres (as the grant was reduced) to the State University, additional to the 50 leagues (221,400 acres) granted by the Republic and confirmed by the State to the university, of which grants a large portion of the State and county lands and some 2,000,000 acres of the university lands remain unsold. The State besides has granted an aggregate of some 38,000,000 acres in subsidies for railroads.

Attempts to increase the land grants to the University of Texas have failed at several recent sessions of the legislature. The State having several million acres of unappropriated domain it was proposed to grant large quantities of it in about fair proportions to the university and the free schools, but the proposition was not regarded with the favor it deserved. In one instance it met with a counter proposition by a member of the house to devote the entire domain to the free schools, which would have been not only unfair to the university but a great injustice to the asylums and other State institutions entitled to at least some share in a bounty not likely to be recouped for them from any other source.

EDUCATIONAL RESOURCES.

Since its endowment the permanent school fund has provided for school expenditures amounting to a great many millions of dollars, and now has about \$8,000,000 in bonds and some \$17,000,000 of interest-bearing land notes, which with cash and unsold lands constitute a present value of at least \$50,000,000, or possibly over \$60,000,000, according to the estimate placed upon the lands. The value of the county school funds will aggregate \$18,000,000 to \$20,000,000. The revenues of the free public schools are derived mainly from a "school-fund tax," provided for by the constitution, supplemented by interest on bonds and on land notes, proceeds of leases of school lands, and 1 per cent of the permanent school fund, which is required by recent constitutional amendment to be transferred annually to the available school fund.

The permanent fund of the State University, derived mainly from sales of university lands and invested in bonds, amounts to about \$600,000, and with the university lands constitutes its entire endowment, which may be estimated at a value of from \$3,000,000 to \$5,000,000, according to the estimate placed upon the lands. The available resources of the university embrace receipts from leases of university lands, from interest payments on land sales, from interest on State bonds, and from matriculation fees of university students, with such appropriations as may be added by the legislature.

UNIVERSITY MANAGEMENT.

As will be seen in the narrative presented, a most eventful period in the history of the State University was that of the "war and reconstruction," when its interests were largely subordinated by use of its funds by the State for political emergencies; and it will be seen all along in its history how the institution suffered under State administration of its affairs, and how its resources have been diverted by the State, and not always restored. Not until recently, after rather indifferent State management, have the regents been allowed to control the university lands. No university tax has been granted, and strangely enough, such a proposition has never been seriously pressed upon the legislature, although the tax is greatly needed and clearly within the provisions of the constitution.

All over the South, in Texas only a little less than in the other Southern States, the ravages of war left a blighting influence which has been harder to overcome than the difficulty the French experienced in meeting the exactions and immense tribute required of them by the Prussians. The millions of money paid by the French and all their sacrifices of life and property, with the autonomy of their Government, however, retained, were trifling in comparison with the loss by the South of hundreds of millions of capital invested in slaves, and consequent suddenly depreciated property values of all kinds.

THE FREE SCHOOLS AND THE UNIVERSITY.

Education being an important factor in the affairs of government general conditions in the South should be borne in mind in tracing the history of education in Texas, especially in contrast with the political as well as material relations of more favored States of the Union. As will be seen, and as usual perhaps with most State organizations the great mass of the people were at first and so long enamored with the system of free public schools and so impressed with their sufficiency, as far as State provision for public education should be required as to disregard the concomitant importance of promptly organizing the university. And yet, as in the matter of the State capitol, they were at first liberal enough to make large landed provision, and there was great wisdom in such provision for the university. Without it possibly such an institution as should have been organized would not even yet be established, as indeed none was for over half a century after the Republic of Texas set the State a lesson by granting 50 square leagues of the public domain for such an establishment; while with it though the grant remained so long unproductive, it is destined in the appreciation of values with the growth of the State to eventuate in most magnificent and far more available endowment. This may happen, as is to be hoped, in much the same way that Cornell University has

been splendidly endowed by means of the Federal land grant utilized for it by Mr. Cornell. At all events a grand opportunity seems to be presented for some great capitalist to serve the University of Texas as Mr. Cornell served the Cornell institution; or if not disposed to be quite so liberal, to at least combine beneficence with individual benefit by purchasing and holding till more valuable the 2,000,000 acres of university lands and sharing the profits of the investment with the university.

As to the free schools, it is noticeable that while in Louisiana, and perhaps some other States, there was at first opposition to the organization even of such schools, there seems never to have been any objection to the system anywhere in Texas before or since the civil war. On the contrary, the State has ever been disposed to liberally maintain the free schools by every possible means; and as latterly it has been made to appear in the opinion of the State land commissioner that all that was left or supposed to be left of the land was due to the school fund, and as that fund is interpreted, whether rightly or not, to be for the sole use of the free common schools, further provision for the university from some other source than additional land grants has been suggested in the university's behalf. Great stress is particularly laid upon the importance of the State granting a special tax for the university such as Michigan and some other States have provided, and wisely, as shown by the results, for the support of their State universities. Illustrious examples of the good effects of State and Federal aid to State universities in influencing private benefactions are instanced in the action of Regent Brackenridge and others, to a limited extent, in behalf of the University of Texas, and to a great extent by the action of Mrs. Phoebe Hearst and others in behalf of other State universities.

UNIVERSITY DEVELOPMENT.

As will be seen, the university is greatly in need of means for its more practical outfit and development, such as a fireproof building for the library, a museum, a gymnasium, dormitories, and other improvements, but, more important than all, a finely equipped science hall for thorough instruction in the arts and sciences, in which might properly be included a department of music; and in the absence of any provision for such a boon by the State it is hoped that it may come as a benefaction from some friend of the university. Of course, not every institution can have all the facilities it needs on a grand scale, but all pretending to be first-class universities should be provided with at least the most important of them. The science hall especially would seem to be more than a desideratum—a necessity for competition in university prestige and success. It would seem, too, in this age of marvelous revelations in science, particularly in electricity,

that such an establishment should be located at Austin, where its benefits can be most advantageously combined with those of other departments of the university, so that the students need not go elsewhere to reach first-class facilities for the highest scientific as well as literary attainments.

CONTRASTED UNIVERSITY FACILITIES.

With all the university's resources, Texas legislators are in error if they think that it is endowed, as it can and should be, to compete with other prominent institutions of the country, much less with those of Europe; nor should they fail to realize that without relatively adequate endowment and facilities at their home institution Texas students, girls as well as boys, will continue to be attracted abroad in quest of the highest university advantages, taking with them hundreds of thousands of dollars out of the State annually for the expenses of their education. Nor should the people generally suppose for a moment that their university, with all the grandly planned resources, is rich, or even comparable in equipment with other first-class universities. Let them reflect, for instance, upon the fact of a single outlay of some \$2,000,000 for a free museum of art and science for the University of Pennsylvania, not to mention other comparatively grand outlays of various other universities. And as to European institutions, "How many of our people," says a distinguished university president, "know that one of the minor universities of Great Britain has recently completed a collegiate building at a cost of \$2,430,000, not to speak of the \$4,000,000 that were put in the polytechnicum at Charlottenburg? Let us remember," he adds, "that the richest of our educational institutions has an income not much larger than that of a single one of the 24 colleges constituting the University of Oxford."

THE UNIVERSITY IN POLITICS.

In the report to Governor Roberts prepared by Col. Ashbel Smith, as president of the board of regents, in January, 1883, a few months after the first university faculty had been completed and the institution was in operation, temporarily occupying rooms in the State capitol, are given the following interesting statements and reflections upon the political questions affecting the university:

The convention which met last August proclaimed the principles of the Democratic party, expressed their wishes, and threw forth to the world their mandate in a platform. That mandate concerning the university is in these words: "We believe that a liberal provision should be made to endow with the proceeds of the sale of the public debt, or the proceeds of the

sales of the same, the State University and its branches. * * * We further declare that the debts due the university and common-school funds of Texas denominated as of 'doubtful validity' should be recognized and paid with the interest due thereon.

"ART. 10. We favor the fullest education of the masses, white and colored, in separate common schools, and the advanced education of the youths of our country in our higher schools and State University."

The report adds:

The platform rebukes the assurance of individuals who affect to be wiser than the people by saying that the time has not come for establishing a university of the first class. By connecting in one sentence and one common view common schools and the university, it rebukes the shallow judgment which fancies that there is inconsistency or rivalry in fostering at the same time common schools and the university. The people of Texas command in their constitution that the legislature shall establish a university of the first class. The great Democratic party, speaking for the entire State, embracing the wise and good of all political parties, in these articles of their platform declare that the time is now come and demand to establish now such university of the first class. The means to carry their will into effect lie idle in the treasury, and their use for this noble purpose will not add one cent to the public taxes. The people will take no educational starveling, no institution big in name but meager in performance. They demand a university to be now organized in a manner and on a basis soon to be developed into an institution on the high level of the foremost institutions of knowledge in the whole world; a university whose instruction, absolutely free, shall offer to every child in the State, poor or rich, that knowledge which is power to the individual, and, in the aggregate, power inherent and indefeasible to the magnificent imperial State of Texas.

Several years later Dr. T. D. Wooten in his report, as president of the board, made to Governor Ireland, alludes to the action of the dominant political party in the State as follows:

In conclusion, the regents take pleasure in calling attention to the action of the Democratic convention convened at Galveston August 12, 1886. That imposing body of representative men, with singular unanimity, adopted the following as a plank in the Democratic State platform: "We congratulate the people of Texas upon the successful establishment of our State University, and we recommend the enactment of legislation to remove the same, as far as possible, from all political influences, and that its properties and revenues shall be strictly guarded, increased, and fostered so far as it can be done without taxation upon the people."

It is believed that every request made in this report is in strict conformity in letter and spirit with the action of the Galveston convention. The incorporation of the board of regents will remove the university, "as far as possible, from all political influences," and the repayment of the money advanced to the Prairie View Normal School, the repayment of the money borrowed by the State from the university, the recognition of the warrants received in payment for university lands, the confirmation of the State's title for the benefit of the university where the same is in dispute, and the investment of the regency with the right to make absolute leases and sales of the university lands, are all in harmony with the platform when it declares that "its [the university's] properties and revenues shall be strictly guarded, increased, and fostered." The regents furthermore believe that every request in this report can be granted "without taxation upon the people." Nothing has been asked for except such things as have previously been granted or such as follow logically from previous grants.

STATE SOVEREIGNTY AND LIBERALITY.

Certainly the sovereignty of this great State should be more earnestly invoked through the legislature to take the university more fully to heart as a "child of the State" and provide by special act, or by constitutional amendment if necessary, to make its endowment more fruitful and actively available, either, as suggested, by establishing a university tax, granting additional lands, or a certificate of indebtedness, or by issuing for the university's benefit, say, three or four or even five million dollars 5 per cent twenty to fifty year bonds and holding the university lands in trust for the interest and sinking fund and eventual payment of the bonds by means of the increased value of the lands. Thus secured by the pledge of 2,000,000 acres, leased as they could be at 3 cents an acre, and producing an annual revenue of \$30,000, no better security could be offered for investment. The State would not have to pay the bonds, and the institution will be at once provided with available funds ample, with other university resources, for the establishment of all departments necessary to make it "a first-class university;" and in the meantime its lands will have been reserved from sale till their triple and possibly quadruple enhancement in value will make them the source of large available revenues and a most magnificent fund for the university's permanent endowment. Thus without outlay from the State the university, instead of being, as claimed, "land poor" on account of the sluggish availability of its resources, would be "land rich," and would at once be constituted the crowning glory of the State's grand educational system.

In the main, it will be seen that Texas has been fairly liberal in the promotion of public education, and, according to official records, the State now pays annually over \$4,000,000 for the expenses of her public schools and education of her children. Still, much remains to be done to fully and wisely utilize existing resources, more especially those of the university, to keep the State in pace with educational progress generally and in line with her natural importance as the great Empire State of the South, and eventually, perhaps, of the Union.

Chapter II.

PUBLIC EDUCATION AND FREE SCHOOLS.

Interest in education dates far back in the history of Texas, involving the work of the missionary with that of the soldier and civilian in the gradual rapprochement to higher civilization and modern methods of government. The period during which the Spaniards occupied the territory, from 1690 until the Mexican revolution in 1820, known as the "Mission period," was remarkable for the efforts of the Jesuits, in which they were as aggressive as they were zealous to establish their settlements for the education as well as conversion of the Indians.

From 1690 to 1820, 1836, 1845, and 1876 are marked periods in the history of Texas. Beginning with the Mission period, they embrace the Texas revolution up to the declaration of independence of the Republic of Texas in 1836, the passing of the Republic to American statehood in 1845, the existence of the State government as affected by secession and rehabilitation following the civil war up to 1876, when the present organic law went into operation.

THE REPUBLIC OF TEXAS.

In 1827 the Mexican State of Coahuila and Texas was organized, part of which in 1836 established its independence as the Republic of Texas and in 1845 was admitted into the American Union; with reserved control, however, of almost all of its public domain, from which large provision has been made by landed endowment for the purposes of education.

The constitution of the Mexican State provided as follows:

In all the towns of the State a suitable number of primary schools shall be established, wherein shall be taught reading, writing, and arithmetic, the catechism of the Christian religion, a brief and simple explanation of the constitution of the State and that of the Republic, the rights and duties of man in society, and whatever else may conduce to the better education of youth. The seminaries most required for affording the public the means of instruction in the sciences and arts useful to the State, and wherein the constitution shall be fully explained, shall be established in suitable places, and in proportion as circumstances go on permitting. The method of teaching shall be uniform throughout the State, and with this view also, to facilitate the same, Congress shall form a general plan of education and regulate, by means of statutes and laws, all that pertains to this most important subject.

COLONIZATION GRANTS.

Colonization being desired, not only for the settlement and improvement of the country, but also for protection from the Indians, offers to colonies of large grants of land in Mexican leagues, some of them eleven leagues each as offered by the new Republic, naturally attracted numerous settlers from the American States, a league being 4,428 acres—quite enough to excite the spirit of adventurous Americans. As a result of their settlements the bold and considerate pioneers soon began to organize schools as well as churches as necessary means for the instruction and moral training of their children. The first American school was opened in 1828 in the settlement known as San Antonio de Bexar, but was under Spanish supervision, and a Spanish school was established about the same time in the same settlement.

RAISING SCHOOL FUNDS.

As the American population increased, the government of the Mexican State was prompted to issue a decree in 1829 for raising funds for the establishment of schools in each department—Bexar, Brazos, and Nacogdoches—to be conducted on the Lancastrian or student monitor system, in which the public were to be taught “in reading, writing, arithmetic, the dogmas of the Catholic religion, and all of Akerman’s catechisms of arts and sciences.” The salary of the teacher of each school was fixed at \$800, and the general school expenses were provided for by creating a fund in the capital of each department, to be supplemented, when necessary, by loans from municipal funds, and even further, if needed, by loans of State rents, subject to be restored to the State agents. This was virtually the beginning of a public-school system, though not entirely of free schools, as gratis tuition was allowed to not over five indigent students in each school, the charge for other pupils being \$14 a year while learning the first rudiments till they commenced to write, and \$18 a year for the rest of their attendance. Another provision was that each student educated in the “establishment” was required on leaving to pay \$10 “gratitude money, for rewarding the teacher at the end of his contract.” It was subsequently temporarily provided that until the Lancastrian schools got into operation the teacher’s pay should be but \$500 a year and \$6 per pupil for gratitude money. The Lancastrian system, however, was not a success, and in 1830 the legislature provided for the organization of six additional schools.

THE SCHOOLS NOT SATISFACTORY.

For some reason, mainly perhaps because the tuition in English was not so cheap with that in Spanish, the Texas portion of the people became dissatisfied and held a convention in 1832 at San Felipe de Austin, which, though strongly denounced by the Castilian population

as disloyal, boldly petitioned the State government for an endowment to establish primary schools for the better education of their children. The memorial, which is interesting as an expression of the views of the earliest settlers, as submitted to the governor and legislature, was as follows:

To his excellency the governor and the honorable the legislature of the free and sovereign State of Coahuila and Texas:

The inhabitants of Texas, represented by delegates chosen for the purpose of making known their wants to the supreme government, and assembled in general convention in the town of San Felipe de Austin, respectfully represent that from the time of the settlement of Texas up to the present time no step has been taken to encourage public education, and to create a fund exclusively devoted to that object. They would respectfully suggest that intelligence is the main pillar of republican institutions, and that without it no republic can be long-lived; that in every well-regulated community where free principles predominate education among every class of society has occupied the attention of the patriotic statesman; that the government of the State of Coahuila and Texas, heretofore so liberal and even munificent in grants of land to individuals, will, it is hoped, be equally so in the grant of land for so useful and patriotic an effort as will be the dissemination of knowledge through every part of society. Under these considerations your memorialists pray a grant of as many leagues of land for the promotion of education as the legislature, in its liberality, shall think proper to bestow, to be made to Texas as the foundation of a fund for the future encouragement of primary schools in Texas, in which will be taught the Castilian and English languages; and they further pray that the said grants be made to the ayuntamientos in Texas, for the use and benefit of the people in Texas, and for the object aforesaid, with the express condition that the said lands shall not be sold or otherwise disposed of until the voice of the people be taken thereon; and your memorialists conclude with a declaration of their attachment to the Republic of Mexico, and of their devotion to the Federal constitution, and also to that of Coahuila and Texas.

LE SASSIER, *Chairman pro tempore.*

Following this, what appears to have been the last endowment of schools by the Mexican State was an appropriation by decree of May 23, 1833, of four sitios (17,713 acres) for the support of primary schools in the department of Nacogdoches.

In 1833 also a decree was issued creating *ayuntos* (boards), who were charged with the care and distribution of school funds and providing for schools and teachers. But no special progress was made toward establishing a thorough public-school system, and according to a report of the Mexican commissioner, Almonte, there were only three schools in operation in Texas, while still a Mexican province, in 1834. One of these was on the Brazos, another on Red River, and the other in San Antonio. In 1844 the people of San Antonio concluded that the city should provide a public school for that municipality, and it was recommended that the old court room be utilized for school as well as court purposes; but this was not effected till 1849, when some lots set apart by the city for school sites were sold and the proceeds used for improving the building suitably for a school as well as court house.

SCHOOLS OF THE REPUBLIC.

The necessity of providing for education was impressed at nearly every important stage in the history of the government. In the declaration of the independence of the Republic of Texas, adopted in 1836 at Washington, Tex., it was complained that the Mexican Government had failed to establish any public system of education, though possessed of almost boundless land resources, and "although it is an axiom in political science that unless a people are educated it is idle to expect the continuance of civil liberty or the capacity of self-government." Accordingly the Congress of the new Republic was required to provide by law a general system of education, and under the stimulus of this wise provision and increased immigration numerous schools were opened. In June, 1837, President Houston approved the charters of Independence Academy and the University of San Augustine, both in San Augustine County, and Washington College, near the town of Washington, on the Brazos. The charters provided that they should be accessible to all students, irrespective of religion or politics. The property of such institutions was generally but not always exempted from taxation, and in some cases special provision was made for biblical instruction where the charters were for the benefit of colleges to be established under church auspices. In other instances the charters prohibited the sale of intoxicants near the school premises.

PROVIDING FOR "COLLEGES OR UNIVERSITIES."

The first suggestion of a State university was an act of the Congress of the Republic of April 13, 1838, which was referred to a special committee, but was not reported back for consideration. Following this came a recommendation by President Lamar, in 1839, that an agrarian appropriation be made while the public domain was ample, for the purposes of education, including the establishment of the university. An act accordingly was passed granting 3 leagues (13,284 acres) to each county for establishing a primary school or academy in the county, and 50 leagues (221,400 acres) for the establishment and endowment of two colleges or universities, one in the eastern and the other in the western part of the State. About the same time President Lamar approved a charter for the College of De Kalb in Red River County, and in 1840 an act was passed to establish Ruterville College, in Fayette County. A number of private and denominational schools were chartered by the Republic, and subsequently others by the State.

PROVISION FOR PUBLIC SCHOOLS.

The State constitution of 1845, the first in operation after the passing of the Republic, contained the following provisions regarding the public schools:

A general diffusion of knowledge being essential to the preservation of the rights and liberties of the people, it shall be the duty of the legislature of this State to

make suitable provisions for the support and maintenance of public schools. * * * The legislature shall, as early as practicable, establish free schools throughout the State, and shall furnish means for their support by taxation on property. And it shall be the duty of the legislature to set apart one-tenth of the annual revenue of the State derivable from taxation as a perpetual fund, which fund shall be appropriated to the support of free public schools, and no law shall ever be made diverting said fund to any other use; and until such time as the legislature shall provide for the establishment of such schools in the several districts of the State, the fund thus created shall remain as a charge against the State, passed to the credit of the free common school fund.

No allusion was made in this constitution to the subject of establishing a university, doubtless on account of the convention being mainly concerned about the more pressing needs of the State incident to the transition of the young Republic into the American Union.

An act of the State legislature of 1854 appropriated \$2,000,000 of 5 per cent bonds in the State treasury for the support and maintenance of public schools, to be called the "special school fund," the interest of which was to be distributed for the general benefit of the public schools.

In 1840 the Congress of the Republic increased the land grant to counties for school purposes by granting another league, making in all 4 leagues (17,712 acres) for each county, and provided that it should be divided, one-half for scientific endowment of an academic school and the remainder to be distributed among the various common-school districts in the county.

THE FIRST STATE SCHOOL SYSTEM.

It was not till 1854 that a regular system of free schools was provided for by the State, the first school being opened in San Antonio. The office of State superintendent was created by the constitution of 1866, the superintendent being charged with the control of the school fund, subject to legislative regulations. Since then the superintendency has been changed several times, the duties being imposed ex-officially upon the treasurer and other State officials, till the office, after being repeatedly abolished and revived, has been finally fixed by the legislature and the department of education established, with an educational board, consisting at present of the governor, comptroller, and secretary of state, with the State superintendent of instruction ex officio secretary of the board.

LAND ENDOWMENT OF THE UNIVERSITY.

An act of 1854 and subsequent acts which appropriated in the aggregate over 36,000,000 acres of land to "encourage the construction of railroads in Texas" were qualified by a subsequent act of the legislature giving the alternate sections of the lands to the free-school fund, and was still further qualified by the act of 1858, which gave to the

State University the tenth section out of every 10 sections set apart for the railroads. This last act, known as the university act of 1858, allowed the university \$100,000 of United States bonds held by the State and confirmed to the university 50 leagues (221,400 acres) originally set apart by the Republic of Texas for "the endowment of two colleges or universities." Altogether it is estimated that the land grants to the university, independent of the 50 leagues, had they not been impaired by adverse legislation, would have amounted to over 3,500,000 acres. The constitution of 1876, however, deprived it of several hundred thousand acres which it already owned and 1,500,000 acres more which had accrued to the university up to that year from the tenth section surveys, all of which the constitution bestowed upon the free schools; and substituted but 1,000,000 acres in lieu of the several millions accrued and accruing of more valuable lands of which the university was deprived by the substitution. Hon. W. C. Walsh, while State land commissioner, and familiar with the value of the lands, furnished the writer with the following statement, showing what would have been the university's endowment up to the date of the constitution of 1876 had the grants not been impaired by subsequent legislation:

Fifty leagues (221,400 acres), at \$1.50 per acre	\$332,100
Ten years' interest, at 10 per cent	332,100
One million seven hundred and fifty thousand acres, at \$5 per acre	8,750,000
Interest on deferred payments (say 25 per cent)	2,187,500
Total	11,601,700

Since the university funds were diverted by the legislature to other purposes, \$12,000,000 will probably not more than cover what should have been the value of the endowment at the time Commissioner Walsh's statement was made in 1886, independent of the additional lands which would have accrued to the university since but for the action of the convention.

In 1883 the legislature made partial restitution to the university by a grant of 1,000,000 acres of the public domain; but this measure, in order to gain the consent of the legislature, had to be coupled with a grant of 2,000,000 acres to the free schools, which for that purpose was embodied in the same act.

THE PUBLIC-SCHOOL LANDS.

The school lands remaining unsold and belonging to the school fund originally embraced, independent of the 4 leagues to each county, some 14,025,024 acres required by law to be surveyed for the schools by the railroad companies in alternate sections with the railroad sections, by virtue of certificates for the alternates issued to such companies prior to January 1, 1875; also, some 24,087,453 acres surveyed since by virtue of similar certificates, and 2,000,000 acres granted by

act of April 10, 1883; in all, 40,112,477 acres. The county grants may be estimated at about 10,000,000 acres, and the grand total of school lands thus amounted to the imperial area of over 50,000,000 acres, independent of over 2,000,000 acres left to the State University. The grants to the university embrace the original 50 leagues from the Texas Republic, 1,000,000 acres substituted by the State for the alternate sections of the railroad surveys, and 1,000,000 acres granted by the act of 1883; in all, 2,221,400 acres.

As the railroad grants amounted to 38,112,477 acres, the ultimate result to the university from the tenth-section surveys under the act of 1858 would have been 3,800,000 acres had that act not been impaired by the partial substitution under the constitution of 1876; and thus it remains that the university, notwithstanding the restitution of 1,000,000 acres added by the act of 1883, is still deprived of about 1,800,000 acres accrued and accruing to it from its originally splendid endowment.

POST-BELLUM CONDITIONS.

In Texas, as in all the Southern States, educational affairs were materially affected by the civil war and reconstruction of the State government. The convention, known as the "secession convention of 1861," adopted the constitution of 1845, with such amendments as were required to conform the government to war necessities. No important change was made in the constitution in its educational provisions, but the war naturally interrupted the operations of institutions of learning of all classes. Some of the proceeds of sales of the school and university lands had been received during the war on pending land notes, which fell due and were paid in Confederate scrip, and the school and university funds were kept merged in one account, so it was difficult to determine the particular share of the university. In his message of April 29, 1870, Governor Davis suggested that the university fund and lands might properly be considered as part of the common-school fund, though not directly included therein by the constitution.

An ordinance was passed declaring the "war debt" of the State incurred before the Confederates were dispossessed of the control of the government to be "null and void." Some \$140,000 of university funds had been used by the State, as it was supposed, in the interest of the Confederacy. It was accordingly declared to be a "debt of doubtful validity," and was not validated as a just obligation of the State till 1883, when the fact was urged that the money had been used by the State for frontier protection from the Indians and Mexicans, and not in opposition to the Federal Government. The legislature thereupon covered it back to the university, and with it an item known as a "comptroller's certificate," for \$10,300.41, issued on account of sales of university lands.

Referring in his message of 1870 to the report of Comptroller Bledsoe, Governor Davis says:

It will be noticed in the comptroller's report of assets the accounts bear from year to year the items: Special school fund, \$79,409.50; university land sales, \$10,300.41, and 6 per cent manuscript State bonds for school fund, \$320,367.13. These items represent State warrants or State bonds issued during the war and, representing obligations which are now void, should no longer be borne on the comptroller's reports; but the comptroller considers it his duty to continue them until the legislature directs otherwise.

Subsequently, in his message to the legislature in 1871, Governor Davis says:

It will be perceived that I have not included in the estimates of the State's indebtedness the bonds issued to the common school and university funds under the provisional act of November 12, 1866, amounting to \$216,641.08 and interest. I can perceive no good reason why these bonds, issued to replace 5 per cent United States indemnity bonds taken and disposed of during the rebellion by the authorities then in possession of the State, should now be a charge upon the people. If it is necessary that the school and university fund should be increased in a sum equivalent to those bonds it had better be done in plain terms, but there is no such necessity, and it is our experience in the past that the accumulation of these special funds tends to invite spoliation.

For a long time there seems to have been a disposition not to regard the university fund as a trust so sacred that it could not be applied to other uses, less on account of the danger of its "spoliation" than its convenience for government purposes as long as its operation remained an uncertain problem of the distant future.

The legislature had all along proceeded by statutes under the existing organic law to establish free schools, and had incorporated the idea of providing for one or more State universities as part of its governmental functions. So that the university was, in fact as well as purpose, the logical capstone to the general edifice of public instruction, a great leading high school, as evidently contemplated by the fathers of the Republic, and was, equally with the common schools, as part and parcel of them, coexistent with the birth of the State.

CONSTITUTIONAL PROVISIONS.

The provisions of article 10 of the constitution of 1866 on the subject of education were amended by declaring that "the legislature shall, as early as practicable, establish a system of free public schools throughout the State; and as a basis for the endowment and support of said system all the funds, lands, and other property heretofore set apart, or that may hereafter be set apart, and appropriated for the support and maintenance of public schools shall constitute the public-school fund; and said fund and the income derived therefrom shall be a perpetual fund for the education of all the white scholastic inhabitants of this State, and no law shall ever be made appropriating said fund to any other use or purpose."

It was also provided that all "the alternate sections reserved by the State out of previous or future grants to railroad companies or other corporations for internal improvements, or for the development of the wealth or resources of the State, shall be set apart as a perpetual school fund of the State; that the legislature shall hereafter appropriate one-half of the proceeds of sales of public lands to the perpetual school fund and shall provide for the levying of a tax for educational purposes, and that the sums arising from said tax which may be collected from Africans or persons of African descent shall be exclusively appropriated for the maintenance of a system of public schools for Africans and their children; that the university funds shall be invested in like manner as provided for the public-school funds, and the legislature shall have no power to appropriate the university fund for any other purpose than that of the maintenance of universities, and shall at an early day make such provisions by law as will organize and put into operation the university."

Next came the "period of reconstruction" during which the State constitution was adopted in a convention held under the reconstruction acts of Congress, by authority of which the State constitution was adopted as it was finally ratified by the people in July, 1869. This constitution reaffirmed the section of that of 1866 fixing the basis of the public-school endowment, except the clause confining its use to the education of white children. This had to be changed under the reconstruction provisions against "race discriminations," and was so changed as to provide that "the perpetual school fund shall be applied as needed exclusively for the education of all the scholastic inhabitants of the State, and no law shall ever be made appropriating such fund for any other use or purpose." It also provided that "all sums of money that may come to this State from the sale of any portion of the public domain of the State shall also constitute a part of the public-school fund, and the legislature shall set apart for the benefit of public schools one-fourth of the annual revenue derivable from general taxation, and shall also cause to be levied and collected an annual poll tax of \$1 on all male persons in this State between the ages of 21 and 60 years for the benefit of public schools." "And said fund and the income therefrom and the taxes herein provided for school purposes shall be a perpetual fund, to be applied" as above stated.

The constitution secures these provisions by annulling the "ordinance of secession" of 1861 and all legislation based thereon, and declares in effect that the legislatures which sat in the State from March, 1861, to August, 1866, were unconstitutional and their enactments not binding except as to such regulations as were not violative of the Constitution and laws of the United States or in aid of the rebellion against the United States. The legislature which assembled in Austin August 6, 1866, is declared to have been provisional only,

and its acts were to be respected only so far as they were not violative of the Constitution and laws of the United States or were not intended to reward those who participated in the late rebellion, or to discriminate between citizens on account of race or color, or to operate prejudicially to any class of citizens. It is further declared that—

All debts created by the so-called State of Texas from and after the 28th day of January, 1861, and prior to the 5th day of August, 1865, were and are null and void; and the legislature is prohibited from making any provision for the acknowledgment or payment of such debts.

Under these provisions the university, though not then recognized to be in any way a matter of concern in the war, suffered great loss by some \$74,804.48 having been received in "Confederate notes" in payment for university lands and turned over to the Confederate States depository. As to other interests involved in the same way no estimates appear to have been presented of the loss to the free-school fund and other special trusts resulting from the State being prohibited from paying any debt involving Confederate money further than appears in a message of Governor Davis (April 29, 1870, already cited).

EXTRAVAGANT SCHOOL ORGANIZATION.

An act of 1871 amended the general school law by providing that the board of education shall apportion the territory of the State anew into convenient educational districts. The State superintendent was authorized to appoint the district supervisors, and the supervisors were to appoint the school directors and could act as examiners of teachers. Thus the school officers were very numerous and involved an expense that was well calculated to exhaust the school fund, if not to bankrupt the State, if the system were maintained. At all events it was too extravagant for maintenance by the counties, many of which were overtaxed and their treasuries depleted to favor the teachers and school officials with increased salaries. The extent to which extravagance was licensed is manifested in the expenditures of the State educational department at Austin, amounting in 1872 to \$96,505, or 20 per cent of the fund, as against \$15,393 expended in 1896, which was but one-half of 1 per cent of the fund.

THE EXISTING ORGANIC LAW.

Among the features affecting education the present organic law (constitution, Art. III, sec. 48) provides for taxation and other public burdens for support of public schools, including colleges and universities established by the State; and further, in section 2, Article VIII, that the legislature may exempt from taxation all buildings used exclusively and owned by persons or associations of persons for school purposes (and the necessary furniture of all schools); and still further,

in section 7, Article VIII, that the legislature shall not have power to borrow or in any manner divert from its purpose any special fund—such as that of the free schools or the university. Section 1 of Article VII makes it the duty of the legislature to establish and provide for an efficient system of public free schools. Section 9 provides for the maintenance of State asylums as being in some sense educational institutions.

Other educational provisions in article 7 of the constitution, as affected by amendments and relating exclusively to the “public free schools,” are as follows:

Sec. 2. All funds, lands, and other property heretofore set apart and appropriated for the support of public schools; all the alternate sections of land reserved by the State out of grants heretofore made or that may hereafter be made to railroads, or other corporations, of any nature whatsoever; one-half of the public domain of the State; and all sums of money that may come to the State from the sale of any portion of the same, shall constitute a perpetual public school fund.

Sec. 3. One-fourth of the revenue derived from the State occupation taxes, and a poll tax of \$1 on every male inhabitant of this State between the ages of 21 and 60 years, shall be set apart annually for the benefit of the public free schools, and, in addition thereto, there shall be levied and collected an annual ad valorem State tax of such an amount, not to exceed 20 cents on the \$100 valuation, as, with the available school fund arising from all other sources, will be sufficient to maintain and support the public free schools of this State for a period of not less than six months in each year; and the legislature may also provide for the formation of school districts within all or any of the counties of this State, by general or special law, without the local notice required in other cases of special legislation, and may authorize an additional annual ad valorem tax to be levied and collected within such school districts for the further maintenance of public free schools and the erection of school buildings therein: *Provided*, That two-thirds of the qualified property taxpaying voters of the district, voting at an election to be held for that purpose, shall vote such tax, not to exceed in any one year 20 cents on the \$100 valuation of the property subject to taxation in such district, but the limitation upon the amount of district tax herein authorized shall not apply to incorporated cities or towns constituting separate and independent school districts. [Sec. 3, Art. VII, declared adopted September 25, 1883.]

Sec. 4. The lands herein set apart to the public free school fund shall be sold under such regulations, at such times, and on such terms as may be prescribed by law, and the legislature shall not have power to grant any relief to purchasers thereof. The comptroller shall invest the proceeds of such sales and of those heretofore made, as may be directed by the board of education herein provided for, in the bonds of the United States, the State of Texas, or counties in said State, or in such other securities and under such restrictions as may be prescribed by law; and the State shall be responsible for all investments. [Sec. 4, Art. VII, declared adopted September 25, 1883.]

Sec. 5. The principal of all bonds and other funds, and the principal arising from the sale of the lands hereinbefore set apart to said school fund, shall be the permanent school fund; and all the interest derivable therefrom and the taxes herein authorized and levied shall be the available school fund, to which the legislature may add not exceeding 1 per cent annually of the total value of the permanent school fund; such value to be ascertained by the board of education until otherwise provided by law, and the available school fund shall be applied annually to the support of the

public free schools. And no law shall ever be enacted appropriating any part of the permanent or available school fund to any other purpose whatever, nor shall the same or any part thereof ever be appropriated to or used for the support of any sectarian school; and the available school fund herein provided shall be distributed to the several counties according to their scholastic population and applied in such manner as may be provided by law. [Sec. 5, Art. VII, declared adopted September 22, 1891.]

SEC. 6. All lands heretofore or hereafter granted to the several counties of this State for educational purposes are of right the property of said counties respectively to which they were granted, and title thereto is vested in said counties, and no adverse possession or limitation shall ever be available against the title of any county. Each county may sell or dispose of its lands, in whole or in part, in manner to be provided by the commissioners' court of the county. Actual settlers residing on said lands shall be protected, in the prior right of purchasing the same to the extent of their settlement, not to exceed 160 acres, at the price fixed by said court, which price shall not include the value of existing improvements made thereon by such settlers. Said lands, and the proceeds thereof, when sold, shall be held by said counties alone as a trust for the benefit of public schools therein; said proceeds to be invested in bonds of the United States, the State of Texas, or counties of said State, or in such other securities and under such restrictions as may be prescribed by law; and the counties shall be responsible for all investments; the interest thereon, and other revenue, except the principal, shall be available fund. [Sec. 6, Art. VII, declared adopted September 25, 1883.]

SEC. 7. Separate schools shall be provided for the white and colored children, and impartial provision shall be made for both.

SEC. 8. The governor, comptroller, and secretary of state shall constitute a board of education, who shall distribute said funds to the several counties, and perform such other duties concerning public schools as may be prescribed by law.

Still other educational provisions of the same article of the constitution are those relating entirely to the university, as follows:

SEC. 10. The legislature shall, as soon as practicable, establish, organize, and provide for the maintenance, support, and direction of a university of the first class, to be located by a vote of the people of this State, and styled "The University of Texas," for the promotion of literature and the arts and sciences, including an agricultural and mechanical department.

SEC. 11. In order to enable the legislature to perform the duties set forth in the foregoing section, it is hereby declared that all lands and other property heretofore set apart and appropriated for the establishment and maintenance of the University of Texas, together with all the proceeds of sales of the same, heretofore made or hereafter to be made, and all grants, donations, and appropriations that may hereafter be made by the State of Texas, or from any other source, shall constitute and become a permanent university fund. And the same as realized and received into the treasury of the State (together with such sum belonging to the fund as may now be in the treasury), shall be invested in bonds of the State of Texas, if the same can be obtained; if not, then in United States bonds; and the interest accruing thereon shall be subject to appropriation by the legislature to accomplish the purpose declared in the foregoing section: *Provided*, That the one-tenth of the alternate sections of the lands granted to railroads, reserved by the State, which were set apart and appropriated to the establishment of the University of Texas, by an act of the legislature of February 11, 1858, entitled "An act to establish the University of Texas," shall not be included in or constitute a part of the permanent university fund.

SEC. 12. The land herein set apart to the university fund shall be sold under such regulations, at such times, and on such terms as may be provided by law; and the

legislature shall provide for the prompt collection, at maturity, of all debts due on account of university lands heretofore sold, or that may hereafter be sold, and shall in neither event have the power to grant relief to the purchasers.

Sec. 13. The Agricultural and Mechanical College of Texas, established by an act of the legislature, passed April 17, 1871, located in the county of Brazos, is hereby made and constituted a branch of the University of Texas, for instruction in agriculture, the mechanic arts, and the natural sciences connected therewith. And the legislature shall, at its next session, make an appropriation, not to exceed \$40,000, for the construction and completion of the buildings and improvements, and for providing the furniture necessary to put said college in immediate and successful operation.

Sec. 14. The legislature shall also, when deemed practicable, establish and provide for the maintenance of a college or branch university for the instruction of the colored youths of the State, to be located by a vote of the people: *Provided*, That no tax shall be levied and no money appropriated out of the general revenue, either for this purpose or for the establishment and erection of the buildings of the University of Texas.

Sec. 15. In addition to the lands heretofore granted to the University of Texas, there is hereby set apart and appropriated, for the endowment, maintenance, and support of said university and its branches, 1,000,000 acres of the unappropriated public domain of the State, to be designated and surveyed as may be provided by law; and said lands shall be sold under the same regulations and the proceeds invested in the same manner as is provided for the sale and investment of the permanent university fund; and the legislature shall not have power to grant any relief to the purchasers of said lands.

RESULTS OF "RELIEF LEGISLATION."

Prior to the adoption of the constitution of 1876 the legislature had repeatedly passed acts granting relief to purchasers of school and university lands by extending time for their payments of interest on their purchases. These were generally parties seeking to acquire the lands under the "actual settlers act," which allowed thirty annual installments and required only one-thirtieth of the amount in cash at the time of the purchase. As one result of this indulgence the State failed to collect a large amount of interest due the free schools, besides from \$50,000 to \$60,000 due the university, which still remains uncollected, and is probably entirely lost to the institution on account of so many purchasers forfeiting their land, and most of them after making only the cash payment. Many of the State records were destroyed by the burning of the State capitol in 1881, and the writer is not advised of any official statement of the extent to which the general school fund suffered in the same way as did the university fund, but is aware, as existing records of the attorney-general's office show, that thousands of suits had to be brought for forfeiture of the lands on account of nonpayment of interest on the purchase notes.

EDUCATION OF COLORED YOUTHS.

The provision in Article VII of the constitution for tuition and separate schools for colored children, and that impartial provision

shall be made for both, was a necessary result of the requirements of the "reconstruction acts" of the Federal Congress, and has been in the main observed as closely as circumstances and social conditions will admit, delay in the establishment of the colored branch of the State University being the only remaining cause for special complaint. The State, however, has taken some practical steps, gratifying to the colored people, for their better education by establishing some years ago the Prairie View Normal School, at Alta Vista, near Hempstead, for instructing colored teachers, and latterly by the legislature of 1897 granting a special endowment of 100,000 acres for the "colored branch" of the university. It nevertheless remains that the colored people would prefer, and the public generally would like for them to have, a separate university, with teachers of their own selection, instead of a branch of a university which, as already established, is wholly devoted to the education of white youths.

The grant of 100,000 acres for "the Colored University" may, then, mean an independent rather than a branch institution, as, if it was intended to be limited to the "colored branch of the State University," it should have been so expressed. In this way it may lead to other measures in the direction of endowing an independent establishment for the higher education of colored people, such as may naturally occur to the legislature as the best means for accomplishing such purpose. As to the disposition of the white people in such matters, they have certainly been liberal in the promotion of the education of the negroes, and have twice discarded propositions to limit the fund for educating colored children to the amount collected by the State from colored taxpayers. As the law now stands, the colored scholastic population shares per capita in common with the white children the benefits of the entire school fund.

PRESENT SCHOOL ORGANIZATION.

As the State's school system now exists, independent school districts for grammar and primary schools, subject to subdivision of counties for community schools; changing from community to district and from district to community organization; municipal control of schools in cities, towns, or villages organized for school purposes; local taxation to supplement the school fund apportioned by the State to the counties, and the maintenance of State normal schools and the university and its branches, are the main features of the system.

Counties are divided into school districts subject to control of county school boards and county school superintendents, and these are subdivided for the convenience of community schools upon proper petition to the county authorities. Changes from one system to another are effected by local option or exemptions authorized by the legislature. Cities and towns are allowed to incorporate as independ-

ent school districts with separate school boards and superintendents, and to establish graded and high schools of their own, in addition to their primary and grammar schools, and to share in the benefits of the State school apportionment. Local taxation is allowed to cover expenditures for longer school terms and desired improvements, for which counties and districts, as well as cities, towns, and villages, may also provide in the same manner. New counties as soon as organized are entitled to 4 leagues (17,712 acres) of land, to be selected from the public domain and controlled by them for their own school purposes. In this way the lands come to be embraced in the territory of subsequently organized counties. They are generally sold to good advantage and the proceeds converted into bonds bearing interest for the benefit of the schools of the county to which the lands belong, though located in another county.

LAND SALES AND LEASES.

All school and university lands are of course exempt from taxation and are subject to sale or lease, the school lands being generally preferred by settlers and the university lands being in better demand than heretofore for leasing on account of their being offered by the regents in large bodies to suit stockmen for pastures. Most of the school lands are also leased in large bodies, mainly at 3 cents an acre per annum, which is the rate for the university lands which the regents are holding for leasing in preference to selling. The school lands are being sold as well as leased in considerable quantities, the prices of sales being from \$1 to \$2 per acre, except for well-timbered lands, which are sold at \$5 per acre and are generally bought for the sake of the timber. All sales of school lands are payable, as stated, in thirty annual installments, and at a nominal rate of interest—3 per cent per annum. Some 20,000,000 acres of the unsold lands, embracing nearly all of them, are leased at 3 to 4 cents an acre per annum, but subject to sale under the actual settlers act. The rentals are added to the annual available school fund. The rentals of the university lands, which are leased at 3 cents an acre, are added to the university available fund.

The price for leasing of both the school and university lands for some years prior to 1887, as fixed by the State land board, which existed but a few years, was as high as 6 cents an acre per annum, having been reduced since to meet the decreased demand for grazing lands resulting from the reduced value of cattle, which has lately risen, however, without increasing the price for the lands to correspond with the enlarged demand for pastures.

COUNTY SCHOOL LANDS.

Besides the regular State endowment to the counties, each county, as has already been stated, has a separate special grant from the State

of 4 leagues—17,712 acres. As these lands are sold the interest on the funds instead of the principal, which latter is kept in the State treasury, is applied annually to the support of the county schools. The lands thus granted to the counties, aggregating some 5,856,400 acres, are exclusive of a general reservation of several million acres from the public domain, from which counties remaining unorganized are to have their 4-league grants, making the county grants aggregate, it is estimated, about 10,000,000 acres.

THE AVAILABLE SCHOOL FUND.

The entire amount of available school fund apportioned by the State and counties for 1898 for a scholastic population of 589,551 white and 187,316 colored children over 8 and under 17 years of age was, for whites, \$2,358,204, and for colored children, \$749,264; making a total of \$3,107,468 for 776,867 school children, derived from the school tax of 12½ cents on the \$100 property valuation, and from interest on land notes, leases of school lands, local taxation, and the annual transfer of 1 per cent from the permanent school fund, under what is known as the Jester amendment to the constitution. Funds of the university are limited by the organic law to investments in bonds of the State and of the United States; but the school funds are not confined to these securities, and are mainly invested in county bonds, to an extent proportioned to property values, but limited by the constitutional indebtedness of the counties applying for the loans or purchase by the State of their bonds. Payment of county bonds thus held in trust for the permanent school fund is guaranteed by the State to purchasers to whom the State may sell them, and they are generally in demand at a premium. The State invests the funds for the benefit of the respective counties, and in this way they operate for their local advantage.

The State board of education and State superintendent of instruction are charged with the general direction necessary to enforce the school laws and with making the annual per capita distribution of the school fund based on the scholastic census and fixed by the legislature for all public-school children over 8 and under 17 years of age, the children of the white and colored races being required to be taught in separate schools, and impartial provision to be made for both races.

The annual ad valorem State school tax (subject to change by the legislature) is now 18 cents on the \$100 assessed value of the taxable property of the State; the proceeds of which tax, together with the proceeds of all occupation taxes and \$1 poll tax (exclusive of costs of collection) and the interest from bonds or funds belonging to the permanent school fund, the rentals from leases and sales of school lands, and 1 per cent transferred annually from the permanent school fund, constitute the available resources of the free schools. No part of the public-school fund can be used for the support of any sectarian school.

STATE SCHOOL SUPERINTENDENTS.

The office of superintendent of education has been affected several times by political changes. Originally the direction of the schools and distribution of school funds was largely intrusted as ex-officio duties to some State official. The State comptroller was ex officio State superintendent till the office of superintendent of public instruction was provided for by the constitution of 1866, which, besides, created a board of education, composed of the governor, comptroller, and superintendent. The first State superintendent was Pryor Lea, appointed November, 1866, by Governor Throckmorton, who, with the other State officers, was displaced the following year under the reconstruction acts of Congress, and E. M. Wheelock was appointed by Provisional Governor Pease to serve the remainder of the term. In May, 1871, J. C. De Gress was appointed by Governor Davis to succeed Wheelock, and served until O. N. Hollingsworth was elected to the office, in 1870, on the ticket with Governor Coke.

The office of superintendent of instruction was virtually abolished in 1876 by the legislature making no provision for its support, allowing the board of education a clerk instead. The office was revived in 1884, and the department of education established, with a board composed of the governor, comptroller, and secretary of state, the State school superintendent being ex officio secretary of the board. The change creating the department of education was made by the legislature at the suggestion of the secretary of the board. B. M. Baker, who had been appointed superintendent by Governor Ireland in 1883 (the office being subsequently made elective), was in 1884 chosen superintendent of public instruction, as the law designated the position. Baker was succeeded by O. H. Cooper, elected in 1886 and reelected in 1888. Cooper resigned some time before his second term expired, when, after having declined a professor's chair in the State University, he received the appointment of superintendent of the public schools of Galveston. H. C. Pritchett was selected by Governor Ross to fill Cooper's unexpired term, and was elected to the office in 1890, but resigned before his term had expired in order to resume his original position, which he now holds, as principal of the Sam Houston Normal Institute. J. M. Carlisle, president of the State Teachers' Association, was appointed to the vacancy by Governor Hogg, and, after having been twice elected for successive terms, was succeeded by J. M. Kendall, elected in 1898.

THE PUBLIC HIGH SCHOOLS.

The public high schools in the State now [1898] number 156, including 26 for colored children. In some of the larger cities the buildings are splendid. The Ball High School, in Galveston, one of the largest and

finest in the State, was donated by Mr. John Ball, a banker of that city. The Rosenberg High School, another princely gift, was donated by a Galveston merchant, Mr. Henry Rosenberg. The Allan School, in Austin, lately put into operation by the city as a manual-training department of the Austin High School, is the result of a bequest for such purpose of the value of about \$70,000 in money and city property by John T. Allan, who was treasurer of the State during the administration of Governor Davis. A three years' course of study has been arranged for it by City Superintendent Harris and Professor Hunsdon, principal of the school, including the following subjects: Free-hand and instrumental drawing, joinery, wood carving, turning, pattern making, molding, forging, and machine work. Pupils taking this manual-training course will be required to take, in addition, the following academic courses in the high school: English, six terms; mathematics, five terms; science, three terms; history, three terms, and civics, one term. They will also be instructed in scientific principles relating to labor.

The aim of Mr. Allan, as expressed in his own words, was to found a school in which "shall be taught practical use of tools as well as scientific principles." The appreciation in which the school is held is shown by the following comparative statistics taken from the high-school records for the six terms the school has been in operation, each couplet of figures giving the total enrollment of boys in the high school and the number taking the manual-training course: 57-18; 59-18; 54-20; 67-35; 60-35; 75-50. From these figures it is shown that in less than three years the total enrollment has increased less than 50 per cent, while the manual-training enrollment has increased nearly 200 per cent.

Austin was the first city in Texas to establish a manual-training department in connection with her public schools, and her action has prompted the introduction in the legislature of a bill making provision for such additions in public schools in other cities disposed to promote them. It has been suggested that until the university is provided with a technological department at Austin it would be well to arrange in some way for the university students to have the benefits of the training department of the Allan School.

AFTERMATH OF RECONSTRUCTION.

Under the license incident to revolution, the aftermath of the "reconstruction of the South," was great extravagance in educational matters, not more perhaps in Texas than in Louisiana and some other States. In Texas, taxes were raised and salaries of teachers were increased and school offices multiplied, on account of new and expensive features being added, involving largely augmented expenditures, without corresponding public benefit, or being at all required. The



BALL HIGH SCHOOL, GALVESTON.

school ad valorem tax was fixed as high as 25 cents on the \$100 property values. At the instance of Governor Roberts the law was changed so that teachers and their salaries were graded, instead of allowing all teachers the same salary, thereby effecting a great saving in school expenditures. The price of the public lands was reduced, as suggested by the governor, to 50 cents an acre, and provision was made for their readier sale, so as to produce larger revenues for the free schools and establishment of the university. Attorney-Generals Hogg and Culberson subsequently instituted suits by which large quantities of lands granted for railroads were recovered and reverted to the public domain. It was suggested to divide these lands between the free schools and the university, but nothing came of the suggestion.

The reduction in the price of the public lands under what was known as the "50 cents land act" naturally led to largely increased demand for them, but for sometime only a few speculators seemed to notice and take advantage of the fact. But with rapid settlement of the country along the projected lines of railroad the hitherto inaccessible but now more desirable school lands were rapidly acquired to an extent that caused the legislature to repeal the act. Dr. Taylor, of Austin, and Representative Harris, of Galveston, were largely instrumental in getting the law repealed, thus saving large revenue to the State from the increased value of the lands.

STATUS OF THE SCHOOL LANDS.

In his biennial report recently presented to Governor Culberson, Hon. A. J. Baker, State land commissioner, makes an important statement of the status of the school lands as affected by a late decision of the supreme court in the case of *Hogue v. Baker*:

In that case the respondent answered that the public free school fund, which was entitled to one-half of all the unappropriated public domain of Texas at the date of the adoption of the constitution of 1876, had been outstripped by the location and appropriation of the said lands for other purposes by more than 10,000,000 acres of land, and that what was left of the unappropriated public domain, to wit, 3,853,694 acres, should be held for the use of that fund, and there was, therefore, no lands subject to homestead entry.

It will be noted from the trend of this opinion that many locations, made since the adoption of the constitution of 1876, which were not accompanied by a survey for the public free school fund of like amount, are affected by it in more or less degree and may demand serious consideration by you in calling attention of the legislature to it. * * *

Approximately, there was within the limits of the State of Texas when the constitution of 1876 was adopted 75,961,277 acres of unlocated public domain. Since the adoption of that constitution there has been located and surveyed for various purposes (which are stated) 72,107,583 acres, which, deducted from the 75,961,277 mentioned, leaves 3,853,694 acres of unsurveyed public domain now on hand. There has been recovered from railroad companies 1,389,130 acres, and located and surveyed out of the public domain since the adoption of the constitution of 1876 about 11,250,963

acres, against which the State common school fund got no alternate amount or like quantity.

It will be observed from an analysis of tables presented that at the time of the adoption of the constitution of 1876 the public free school fund was entitled to about 37,961,277 acres of the unappropriated public domain, against which there has been surveyed and returned by railway companies and other persons 23,970,000 acres, leaving a deficit of about 9,879,921 acres due to that fund.

The commissioner, however, suggests that the deficit stated will "have to be met out of some or all of certain items which are named, including 1,000,000 acres of the university, unless the necessary amount of lands can be obtained from other sources, which," he says, "ought to be done so as to protect the title of all persons who hold the evidence of title under the seal of the State;" and as a remedy he further suggests that the State also pass to the credit of the public free school fund the amount already received by the State for the other half of the scrap purchases of what are known as "scrap lands" and charge it to the debt due the school fund by the State. To do this, he argues, it would only be necessary for the State to assume the debt for which she has already received the money, and pay interest on the same to the school fund annually, the true amount of which can be obtained from the treasurer's books. By this course the demands of the school fund would thus be satisfied to that amount, to wit, 4,131,617 acres, which quantity, added to the railway recoveries and the amount now estimated to be unsurveyed, would probably very nearly or quite balance the deficit.

ALL FOR THE SCHOOL FUND.

Under the land commissioner's showing, if correct, the school fund gets every acre in sight of the unappropriated public domain, leaving nothing for the university, the asylums, or other State institutions, And it may be (as it does not certainly appear what amount of public domain there was at the time of the adoption of the State constitution of 1876) that an investigation, which Commissioner Baker suggests be authorized by the legislature, will show that the present apparent deficit in the school lands does not exist. Evidently the old accounts and records of the office were not as clearly kept as they should have been.

Commissioner Baker sums the lands of the school fund as follows:

Lands.	Number of sales.	Aggregate acres.
Patented.....	9,119	3,772,064
Forfeited.....	20,643	9,797,422
In good standing.....	20,200	9,012,072
Total.....	49,962	22,581,558

There are now on the market, he states, 20,554,365 acres belonging to the fund. Total acres under lease, less university lands, at the close

of August 31, 1896, 6,656,752; total acres leased from September 1, 1896, to August 31, 1896, 9,700,780. Grand total acres leased 16,357,532. Leases terminated by cancellation, expiration, and sales amount to 5,071,097 acres. Total under lease August 31, 1898, 11,286,435 acres.

For the university 2,221,400 acres have been surveyed, of which 211,085 acres have been sold, embracing mainly nearly all the land of the 50 leagues originally granted by the Republic of Texas.

SUMMARY OF EDUCATIONAL ENDOWMENTS.

According to the annual report of Hon. R. W. Finley, State comptroller, for the fiscal year ending August 31, 1898, and the report recently rendered by Land Commissioner Baker, the total educational endowments of Texas may be summed as follows:

Permanent school fund:

State bonds	\$2, 173, 100
County bonds	3, 186, 115
Railroad bonds	1, 262, 340
Cash balance	967, 157
Value of land unsold, 20,554,365 acres, say	41, 108, 730
Interest-bearing land sale and notes (estimated)	17, 000, 000

Total value of permanent fund

65, 697, 442

Cash balance available school fund

97, 790

Total permanent and available funds

65, 795, 232

County school fund:

Value of land, 5,856,400 acres, say	11, 712, 800
Land reserved for unorganized counties, say	6, 000, 000

Total value State and county school funds

83, 508, 032

Permanent university fund:

Bonds held in trust by the State	578, 540
Cash balance to credit of permanent fund	2, 374
Land unsold, 2,010,315 acres, say	4, 020, 630
Interest-bearing land sales and notes, say	500, 000
Federal endowment Agricultural and Mechanical College	209, 000

Grand total educational endowments

88, 818, 576

August 31, 1898, there was a cash balance of \$22,477 to the credit of the available fund of the university, and \$2,074 to the credit of the Agricultural and Mechanical College fund.

SUPPOSED SCHOOL-LAND DEFICIT.

In the face of Land Commissioner Baker's statement of a deficiency in the lands due by the State to the free-school fund, and consequent apprehension as to their titles in the minds of holders of such lands, investigations as far as made by a special committee of the legislature

indicate, as stated in an interview with Senator Potter, chairman of the committee, that there is no such deficiency as 9,000,000 acres, and that Commissioner Baker must have erred by embracing in his estimate several million acres in certificates issued but never legally located, or land granted for them. Senator Potter says:

Doubtless there is yet enough on hand of the public domain to fully compensate the common-school fund without disturbing the titles or location and settlement of any of the people of the State. The estimated area of the State is 175,594,860 acres, and in 1877 the estimated liabilities to the public domain aggregated 127,724,333 acres. So it is hard to conceive, if this is correct, how, as now reported by Commissioner Baker, the public domain at the time of the adoption of the constitution in 1876 amounted in round numbers to 75,000,000 acres, half of which constitutionally belonged to the school fund and the other half to the State, and that the State appropriated about 9,000,000 acres more than belonged to her. Of course, the State will take whatever steps are necessary to protect the people in their homes and confirm the titles granted by the State.

LANDS RESERVED FOR UNORGANIZED COUNTIES.

There are 18 counties remaining unorganized in Texas, all in the western section of the State, and each entitled to 17,712 acres of the public domain held in reserve for them. On the other hand, there are some eighty-odd counties, covering about one-third of the State, in which the school lands are situated, and fully three-fourths of the lands have for years been open to settlement and for over twelve years have been accessible to railways and other facilities tending to promote agriculture, and yet, though mainly suited for pasturage, are subject to the restrictions of the "actual settlers act," settlers being allowed to locate their homes anywhere there are not resident occupants in the limits of the pastures. At most, there are but a few hundred children of the scholastic age, according to the census, within the limits of these unorganized counties, which have about 400,000 acres of the best land in the western section of the State, but the nature of the country is such as precludes the prospect of sufficient population to support any system of public schools for a long period. Then why, it has been suggested, should the State husband a fund for so remote a population at the expense of the necessities of one which now exists, and must necessarily increase its needs? Why is the State withholding from practical use millions of acres of land which should now be yielding hundreds of thousands of revenue per annum, and, worse than all, operating under a fiscal management, upheld by the constitution, which gives to each school child in some counties \$4 or \$5 and in others \$20 to \$30? Why not have a constitutional convention to change such abnormal conditions?

There are some irregularities resulting from the per capita distribution of the school fund in Texas by reason of counties which, on account of having small property assessments, contribute but a small

amount to the general school-fund tax, and yet by virtue of large scholastic population, mainly where Mexicans or negroes predominate, receive a large per capita share of the tax; and in some of them, although a great proportion of the children are of Catholic parentage and attend the parochial schools of that church, instead of the public schools, the per capita distribution being applied to all children alike, such counties receive an allowance largely disproportioned to the actual free-school attendance. The Catholics protested against any proposition to deprive them of the full benefits of the fund by limiting the apportionment to the school attendance, claiming that all children of the scholastic age were properly beneficiaries of the law, whether the pupils were enrolled in the public or Catholic schools; and as in Louisiana many parishes which did not have a public school, but had paid the school tax, claimed the sums appropriated for them, so with like reason the Catholics in Texas claimed for the use of their parochial schools a proportionate share of the general school fund, to which they had contributed by taxation. But the State authorities ruled that the fund must be applied exclusively for the use of the children attending the public schools.

As shown in a course of lectures on Texas history by Judge Fulmore, some counties have such a large per capita school fund of their own, from various sources, that they do not need the State per capita, so much more needed in other counties, but distributed to all alike. For this reason he advocates local taxation as each county may need, instead of taxation of the counties by the State for school funds for redistribution to the counties.

RACE DISCRIMINATIONS.

After the war there were no such disturbing efforts in Texas as were made in some other States to associate colored with white children in the public schools. This was due to the Texas constitution being changed by the one of 1869 to accord with the inhibition by the reconstruction acts of Congress against "race discriminations," followed by the State providing separate schools for colored children, and taking such other action in behalf of the colored people as served to curb any spirit of dissatisfaction on their part.

It is of applicable interest, however, to note how Texas was not alone in the besetment of various matters of difficult adjustment in educational affairs and how similar conditions were differently treated and resulted in other States. The constitution of 1868 of Louisiana, like that of 1869 of Texas, contained stringent provisions against "race discriminations;" but while the Louisiana constitution provided that there should be "no separate school or institution of learning established by the State exclusively for any race," Texas specially provided by law for such schools. The results were that while such

matters were quietly enough adjusted to the new order of things in Texas, "the days of reconstruction," as Mr. Fay states in his history of education in Louisiana, "were bitter days, showing the inexpediency of commingling the two races in social ways, the laws not being really observed on account of lacking that indispensable requisite of popular government, the consent of the governed." "As far as the laws were enforced," Mr. Fay adds, "it amounted to the exclusion of the whites from the public schools." Subsequently, in 1877, State Superintendent of Instruction Lusher, in his public report stated:

The senseless inhibitions of the constitution of Louisiana had generally been disregarded in the rural parishes, and the system of public education has steadily gained favor from the public mind only where separate schools for white and colored children, respectively, were established and maintained. In New Orleans nine-tenths of our colored fellow-citizens prefer separate schools for the education of their children.

Fortunately, what at first and for some years appears to have been a seriously perplexing difficulty seems to have been permanently adjusted.

TEXT-BOOK LAW.

The State has but recently adopted the method of providing by law for a uniform system of text-books; not, as in California, by the State printing them, but by selection of the books by a text-book board and competition of publishers for supplying them for the public schools, the larger cities of the State being exempt from its provisions. The result so far is claimed to have been satisfactory, but in Texas, as in some other States, a degree of influence appears to have been brought to bear which, perhaps, has not resulted in the best selections being made. The bids of one large publishing house were ignored on account of partisan opposition to "book trusts," claimed to be represented by the bidding company; and while, *ceteris paribus*, it was fairly enough aimed to give Texas and other Southern authors the preference in the selection of the books, the *ceteris paribus* does not appear to have been fully established or regarded. The inmates of the Confederate Home made a bitter protest against the United States history selected, on the ground that it did not do justice to the Confederates. Indeed, it is very difficult to write a perfectly fair and impartial history, involving records of great importance and subtle and impartial analyses, and especially one that will draw the lines properly as to the merits of both sides in such a remarkable conflict as the American civil war. In fact, any system of selecting and supplying the books, except by open competition with authors and publishers, seems liable to the dangers of nepotism, or some sort of favoritism, or interested business influence.

As to the question of State publication, the report of the text-book board to Governor Culberson seems conclusive against the system, and is here presented on account of the careful and very instructive information which it conveys on so important a subject:

AUSTIN, TEX., *January 10, 1899.*

His Excellency C. A. CULBERSON, *Governor.*

DEAR SIR: We, the State text board, in compliance with section 15, chapter 164, acts of the regular session of the twenty-fifth legislature, the same being the uniform text-book law, submit to you the following report in reference to the State publication of common-school text-books:

The State superintendent, acting for this board, sent the following questions to all the State superintendents of the United States:

"1. Has your State a uniform series of text-books?"

"2. Has your State had any experience in State publication of text-books? If so, please state whether favorable or unfavorable.

"3. Do you think State publication advisable?"

"Please send any printed matter you may have concerning State publication."

Replies to these questions were received from the superintendents of a large number of States. To the first, second, and third questions the answers were "No," except as follows:

The superintendent of public instruction of Florida answered "No" to the first and second questions, and to the third replied: "Yes; if the proper men are at the helm."

The superintendent of public instruction of Vermont replied "No" to the first and second questions, and to the third question he replied: "Under certain conditions."

The superintendent of public instruction of California replied as follows: To the first question "Yes;" to the second question "Yes." "The cost of publication and printing is excessive, and the character of the product—the substance—is mediocre." To the third question he replied "No." He also sent a copy of the seventeenth biennial report of the State, which contains much information in reference to the experiment of State publication. The experiment was begun in that State in 1885. The State appropriated for this purpose, from 1885 to 1895, \$478,505.47; of the funds received for sale of books there has been used in paying the expenses of publishing text-books \$594,749.36, making a total expended in publishing text-books of \$1,073,254.83.

The receipt from the sale of books, with the value of unsold books and material on hand, amounts to \$767,931.31. This is \$305,323.32 less than the total outlay. The State has a printing plant valued by the State printer at \$189,330.47, which, subtracted from the \$305,323.32, leaves a net loss of \$115,942.87. Even with this loss the State is selling its books at higher prices than are being paid for similar books bought in the open market. To show the difference in the prices paid for books in California and Texas, the one with State publication and the other with a uniform State text-book law, the following comparison of prices is given:

The 3 readers of the California old series, which had to be revised after having been in use from 1886 to 1894, only eight years, sell for \$1.25, while the first 3 books of the Texas series sell for 72 cents at retail and 45 cents at exchange prices, and the 5 books of the Texas series sell for only \$1.52 at retail and 87 cents at exchange prices. The 4 revised readers of the California series sell for \$1.64, against \$1.07 retail and 62 cents exchange for the first 4 books of the Texas series, and \$1.52 retail and 87 cents exchange for the 5 books of our series. In these estimates the number of pages in the books is not taken into consideration, as the number of pages in each of the California books is unknown to the board.

The 2 arithmetics of the California series sell for 75 cents, while the 2 books of the Texas series sell for 64 cents regular and 32 cents exchange in board, and 80 cents regular and 40 cents exchange in cloth.

The 2 books in language and English grammar of the California series sell for 80 cents, while the 3 books in the Texas series sell at regular prices for \$1.05 and at exchange prices 54 cents.

The 2 geographies of the California series sell for \$1.80, while the 2 books for the Texas series sell at retail for \$1.23 and at exchange for 63 cents.

The 1 speller of the California series sells for 31 cents, while the 2 spellers of the Texas series sell at retail for 30 cents and at exchange for 15 cents, and when bound together for 20 cents retail and 10 cents exchange.

The United States history of the California series sells for 82 cents, while the one in the Texas series sells at retail for 80 cents and at exchange for 40 cents.

The 1 physiology in the California series sells for 58 cents, while the 2 physiologies of the Texas series sell for \$1.20 retail price and 72 cents exchange price.

The 13 books in the California series sell for \$6.70, while the 17 books on the same subjects in Texas series sell for \$6.20 at regular retail prices and for \$3.51 at exchange prices.

It is generally admitted that the books of the California series are inferior to the books that could have been purchased in the open market. When the State pays for compiling, printing, and binding of a book it has no choice. The book must be used without regard to whether it is a good, fair, or bad book. The California books have not come up to the standard of excellence reached by the publishers of text-books.

A prominent California teacher says: "It goes without saying that I am not satisfied with the books of the State series. Indeed, I have never yet met a teacher of experience and good judgment—no matter how friendly he was to the plan of State publication—who would say that the books were free from serious fault. I believe that there is not a single book in the series that is even nearly as good as could be bought in the open market at the same if not less cost. All of the series need revision, or, better, need throwing out entirely and others instituted." These statements are followed by quite a lengthy criticism of the books in question. In our judgment, the books adopted for use in the public schools of Texas are superior in every respect to those used in California. Having so recently adopted a series of books for use in the public schools of this State, having obtained such favorable terms from the publishers, we deem it unwise to recommend any change for the present. To purchase a plant, to secure and publish text-books by the State, would require large appropriations which, in our judgment, are not now demanded. We believe it better in every way to continue the present system until the experiment of State uniformity is thoroughly tested. From the information accessible we are of the opinion that we have better and cheaper books than could likely be obtained through State publication.

J. W. MADDEN,

Secretary of State and Chairman Pro Tempore.

J. M. CARLISLE,

State Superintendent of Public Instruction and Secretary.

R. W. FINLEY,

Comptroller.

H. C. PRITCHETT,

Principal Sam Houston Normal.

I know of the facts stated above. My other duties have rendered it impossible for me to thoroughly investigate the subject, but I concur in the recommendation made that State publication be not attempted at this time.

M. M. CRANE, *Attorney-General.*

Since this report was made a bill has been introduced in the legislature to amend the text-book law by extending its provisions so as to apply alike to all cities in the State, and in a recent message to the legislature Governor Sayers strongly favors the proposition, and adds:

After a careful study into the operation of the law now in force I am led to believe that it has fully met the expectations of those who originally favored it, resulting in a saving to the people of fully 40 per cent, if not more, on the retail cost of the books used in our public free schools, and preventing a constant and unnecessary change in their use. In addition to this, the opinion is almost universal that the selection already made of text-books has been wise. It is evident from practical experience that the policy that has been inaugurated can be justified not only from an economic standpoint, but also from that of an honest and efficient administration of our educational system.

SCHOOL FUNDS AND STATE SCHOOLS.

In his retiring message, January 12, 1899, Governor Culberson thus favorably presents the condition of the school fund and status of the several State educational institutions:

It is a source of sincere gratification that the general diffusion of knowledge, which the Constitution declares is essential to the preservation of the rights and liberties of the people, has received that attention and made that advancement which its commanding importance deserves. When the present administration took office the number of children attending the public free schools was 693,752, the annual per capita apportionment was \$3.50, and the school term only four months. Besides this there was a deficit in the available school fund amounting to \$574,690.50, and school warrants were at a discount. This deficit has been discharged, the schools are on a cash basis, and for the fiscal year ending August 31, 1898, the cash balance to the credit of this fund was \$228,080.95. Notwithstanding the payment of this heavy deficiency and the fact that the scholastic population increased from 693,752 in 1894 to 776,000 in 1897-98, the per capita apportionment is now \$4.50, and the school term should reach six months. Suits instituted by me as attorney-general, in 1894, against the Houston and Texas Central Railroad Company and the Galveston, Harrisburg and San Antonio Railroad Company for \$1,200,000 due to the school fund on loans made under the act of 1856, have been ably and successfully prosecuted through all the courts of the State by the present attorney-general, and are now pending in the Supreme Court of the United States. The State, it is believed, should finally gain the suits, and if so, this large sum will be added to the school fund. Important laws were passed by the last legislature to confine the expenditures of the school fund more strictly to school purposes and to prevent the padding of the scholastic census. Under the first it is estimated that there is a saving of \$50,000 per annum, and under the second the scholastic census for the year ending August 31, 1899, has been purged of much fraud and reduced 67,000.

The State has provided a munificent and princely free-school fund, which now aggregates approximately \$45,000,000, consisting of cash, land notes, bonds, and unsold land. Annually it expends exceeding \$3,000,000, more than all other expenditures combined, to support and maintain the schools. It is not only entitled to an efficient system, but in the interest of the children, in the interest of enlightenment and growth, it should imperatively demand and exact it. Now good, it should be steadily and certainly improved, and the grade and tone of the schools advanced and elevated. Manifestly the school term should be lengthened, particularly in the rural

districts, where they are shorter, for want of local taxes, than in towns and cities. It is presumed the law under which 1 per cent of the permanent fund is carried annually to the available fund will be repealed, and thus the annual apportionment reduced about \$168,000. If so, and if local taxes are impracticable in these communities, no question of greater public utility will claim your attention than the expediency, in my judgment clear, of increasing the general school tax to 20 cents; for after all else is done, after all other energies are spent, the strength and grandeur of the State must rest upon education and intelligence.

Turning from the common schools, it will be seen that the higher educational institutions have also made gratifying progress. The attendance of students at the Prairie View Normal School, as compared with the preceding four years, has been maintained, with substantial increase in appropriations and benefits. For the past two years an increased appropriation of \$25,000 was made, and the number of students rose from 350 to 525 at the Sam Houston Normal Institute. Between 1894 and 1896 the scholarship students increased from 345 to 373. The number of students at the Agricultural and Mechanical College in 1894 was 313, and in 1896 it was 381. Valuable permanent improvements were made at this college the past year, consisting of residences for professors and a mess hall, at a cost of \$28,000.

The governor alluded only in general but quite complimentary terms to the university. His statement that "the school fund now aggregates approximately \$45,000,000," appears correct if the unsold school land be estimated at \$1 instead of \$2 as presented in the writer's summary of educational endowments. However, as \$1 an acre is the State's prevailing price for such lands, it is perhaps the proper basis for an estimate at this time, unless the fact be taken into consideration that they are constantly appreciating in value with the development of the State, and will in the aggregate command much better prices for the greater portion of them before much of the land is sold.

Governor Sayers, in his first general message to the legislature, January, 1899, makes several important recommendations as to the free-school fund. Referring to the fact that "the comptroller in his last annual report gives information that there was in the treasury December 1, 1898, the sum of \$1,134,247 to the credit of the permanent school fund which could not be invested because of the inability of the board of education to purchase at par county bonds which bear not less than 5 per cent interest, and that private capital had acquired all such bonds as were desirable, either at a less rate of interest or by paying premiums for them," the governor recommends that the board be authorized to exercise their discretion in the purchase of such character of securities. "I am led to the conclusion," he adds, "that next to the bonds of the United States, and those of our own State and counties, those of many of the other States of the American Union come in point of safety and desirability." He is opposed to investing the fund in railroad securities on account of their fluctuating and uncertain values. As a salient example, the governor could have cited the great loss annually of about \$100,000 from the holdings of the Johns Hopkins University in the stock of the Baltimore and Ohio Railroad. Such

securities, however, are generally favorably regarded for such investments. Commodore Vanderbilt, in his endowment of the university founded in his name at Nashville, stated:

The form of investment which I prefer, and in which I reserve the privilege to give the money for the endowment fund, is in 7 per cent first mortgage bonds of the New York Central and Hudson River Railroad Company.

The fact that he and Mr. Hopkins and other great millionaires kept vast amounts of their funds invested in railroad securities seems to indicate the desirability of such investments, where proper business foresight is exercised in selecting the securities.

Referring to Land Commissioner Baker's report, and the opinion of the supreme court in the Hogue case, already noted in this chapter, Governor Sayers recommends, in accordance with the commissioner's suggestion, that the legislature—

appropriate all of the unappropriated public domain in payment of the State's obligation to the school fund, and that if there be not a sufficient amount of unappropriated public lands to discharge said obligation that the State assume the balance of the debt and issue its obligations therefor. In this way the duty imposed by the constitution on the legislative and executive authorities to carefully and zealously guard the school fund as a sacred trust can be performed, and all questions relating to the validity of land titles, so far as the State is concerned, will be forever settled.

According to Land Commissioner Baker's figures, as cited by Governor Sayers, there were in 1876, when the present constitution was adopted, "75,961,277 acres of public domain." This included islands and bay lands, and Greer County, which county (some 1,678,000 acres) has since passed to the National Government as part of Oklahoma. As the State constitution made half of the public domain a part of the perpetual public-school fund, it follows, if the commissioner's figures are correct, that the fund was, in 1876, entitled to 37,980,638 acres. Whatever the amount, there remains, as has been shown, about 20,500,000 acres unsold. Much of what was sold was disposed of under the "50-cents an acre act," which was in operation two or three years during Governor Roberts's administration, and was the source of great land speculations.

STATE SCHOOL APPORTIONMENTS.

Superintendent Carlisle's report furnishes the following comparative table of school population and apportionment taken from the census returns for twenty-seven years:

Year ending Aug. 31—	School population.			Apportionment.		Increase of school population, Per cent.	Total enrollment.
	White.	Colored.	Total.	Per capita.	Total.		
1872.....			229,568	\$1.81	\$405,518		
1873.....							
1874.....			269,461	1.95	545,449		
1875.....			313,061	1.59	497,767	16	
1876.....			340,000	1.47	499,800	8.5	
1877.....			170,000	2.82	479,400	(a)	
1878.....			168,294	4.50	757,323	(a)	
1879.....			204,577	4.25	869,474	15	192,654
1880.....			226,439	3.00	679,317	10.5	186,786
1881.....	193,974	37,897	261,871	3.00	785,613	15.5	107,199
1882.....	197,372	69,337	266,709	3.25	900,000	1.8	177,562
1883.....	199,434	96,023	295,457	3.61	1,068,323	10.5	183,849
1884.....			311,134	4.50	1,399,873	8.3	204,799
1885.....	298,631	108,301	406,932	5.00	2,034,100	30	303,843
1886.....	336,737	105,941	442,678	5.20	2,353,925	11	330,340
1887.....	365,353	124,442	489,795	4.75	2,326,526	8	300,596
1888.....	377,378	130,500	507,878	4.50	2,285,451	3.6	364,744
1889.....	392,926	135,184	528,110	4.00	2,112,440	3.4	378,767
1890.....	405,677	139,939	545,616	4.00	2,182,464	3.3	390,000
1891.....	422,780	142,892	565,672	4.50	2,545,524	3.6	516,079
1892.....	436,341	147,494	583,835	4.50	2,627,257	3.2	528,314
1893.....	453,810	151,685	605,495	5.00	3,027,475	3.7	523,320
1894.....	472,963	157,340	630,303	4.50	2,836,363	4	595,608
1895.....	526,101	167,651	693,752	3.50	2,428,132	10	591,768
1896.....	547,570	171,079	718,649	3.50	2,515,271	3.5	616,568
1897.....	572,093	179,948	752,041	4.00	3,008,164	4.5	612,140
1898.....	589,561	187,316	776,867	4.00	3,107,468	3.3	(b)

^a Decrease.

^b Not reported.

NOTE.—The statistics of the schools of the State during the earlier years of their history were in many respects inaccurate and incomplete, as the above table shows. For the years from 1872 to 1893, and for 1893-'94, the reports of the scholastic census do not show the respective numbers of white and colored children. The late reports show the number of each race, as well as the number of males and females of each race, but it is not deemed necessary to show in this connection the number of males and females.

By an act of the twenty-fifth legislature to prevent "padding" of the census the scholastic population was reduced to such an extent as enabled the board of education to increase the per capita distribution from \$4 to \$4.50 for 1899.

According to Superintendent Carlisle's report there are 13,823 public-school teachers employed in 10,589 public schools in Texas.

The rate of the school tax since 1893 is 18 cents on the \$100 valuation of all taxable property in the State. The State has now on hand \$2,000,000 free-school fund for investment for the benefit of the fund in county bonds.

ACTION OF THE LEGISLATURE.

The present (twenty-sixth) legislature appropriated to the permanent school fund all lands recovered by the State from railroad companies or other sources, amounting to about 2,000,000 acres, and repealed the act putting into operation the Jester amendment to the constitution, by which 1 per cent annually was diverted from the permanent school fund to the available school fund. Bills passed establishing a State normal school at Denton and another at San Marcos.

Chapter III.

STATE NORMALS AND BENEFICIARY INSTITUTIONS.

Apart from the school of pedagogy in the State University the State has but two institutions for the special instruction and training of teachers, one for whites, at Huntsville, and the other for colored teachers, at Prairie View. There are propositions, however, for the establishment of others pending in the legislature. There are several State eleemosynary institutions in which gratuitous instruction is more or less a feature, as shown further along in this chapter.

SAM HOUSTON NORMAL INSTITUTE.

This institution is located at Huntsville, the county seat of Walker County, a prosperous town of about 3,000 inhabitants, and the old home of Gen. Sam Houston, for whom the school was named. The history of the school shows that at the earnest solicitation of Hon. George Peabody and Hon. Robert C. Winthrop, Dr. Barnas Sears, general agent of the Peabody educational fund, spent the winter of 1878-79 in Texas laboring earnestly to aid in creating an efficient school system in the State; and that the establishment of the school was one of the results of his labors, warmly supported by Hon. O. M. Roberts, then governor of Texas, and Dr. R. C. Burleson, State agent of the fund. The institution is greatly indebted, not only for its establishment, but also for its continued success, to the liberality of the trustees of the fund, and to the active interest taken in the matter by their general agents, Dr. Sears and Dr. J. L. M. Curry, both of whom were zealous in their work to foster and build up a normal school worthy of the State.

The legislature of Texas, from the inception of the school, has generously fostered the Sam Houston Normal Institute. The school having outgrown its accommodations, the twenty-first legislature, with wise liberality, appropriated \$40,000 for the erection of an additional building. The new building, one of the best of its kind in the country, and supplied with the most approved furniture and appliances, was dedicated at the opening of the twelfth session, September 22, 1890. The twenty-second legislature appropriated \$4,000 to build up the Peabody Normal Library, and the twenty-third, twenty-fourth, and twenty-fifth legislatures have been liberal. In all, about

\$300,000 has been received from the State and about \$60,000 from the Peabody fund.

The school opened October 10, 1879, with Bernard Mallon as principal. Coming here, he had said that he would make this his last and best work. But the life of this noble man, much loved and so much lamented, was near its close. On the 21st day of the same month in which the school opened he entered upon his rest. H. H. Smith succeeded Professor Mallon, and continued in charge of the school to the close of the second session.

The third annual session opened on the 26th day of September, 1881, with J. Baldwin as principal. Coming in the full maturity of his powers, Dr. Baldwin for ten years gave his entire thought to the work of developing the institute as a normal school and placing it on a permanent basis. The course of study was extended, the number of teachers and students gradually increased until, in 1891, the twelfth school year closed with a faculty of 11 teachers and 320 students. The great success attained by the school was due in a large measure to the energy, zeal, and devotion of Dr. Baldwin to the work. In August, 1892, he was called to the chair of pedagogy in the University of Texas, and, at the request of the friends of the normal, H. C. Pritchett resigned the office of superintendent of public instruction to accept the principalship of the institute. Under his management the school has continued to prosper, and is in the highest sense a State school for educating and training teachers for our public schools. The present enrollment numbers 458 students. The Houston memorial hall, in the new building, is one of the largest and best audience halls in the State. It is 98 feet long, 71 feet wide, and will seat comfortably 1,500 people. It contains an historic memorial window in honor of General Houston, procured by the contributions of the students and friends. In addition to the above, it contains a beautiful Peabody memorial window, purchased by the local board.

The different chairs, showing the scope of instruction and members of the faculty, in which lady teachers notably predominate, are, H. C. Pritchett, principal, history and science of education, psychology, methods of teaching; H. F. Estill, Latin, school management, civics; Miss L. W. Elliott, English history and literature; Miss Lulu McCoy, reading, drawing, and penmanship; J. L. Pritchett, mathematics; R. B. Halley, geography, physics, chemistry; W. M. Coleman, physiology, natural history, geology; Miss Annie Estill, gymnastics; Miss Bertha Kirkley, assistant in Latin and history; Miss Sue Smither, assistant in mathematics; Mrs. Rosa Buchanan, grammar and rhetoric; Miss Ida Lawrence, history and geography; Mrs. Mary Finch, music and United States history; Miss Anna C. Loring, assistant in drawing and elementary mathematics; Miss Augusta Lawrence, assistant in

natural science and geography; Miss Ella Smither, assistant in Texas history, and librarian.

Dr. Baldwin, so long principal of the institution, died recently at his home in Austin.

In their catalogue announcements the institute authorities make the following frank and characteristic statements as to "Persons who should not enter the normal:"

If you desire to prepare for the study of law, medicine, or theology, do not come to the normal.

If you wish merely to obtain a general education, do not come to the normal.

This is not a reform school. It is not a place for children. Boys or girls incapable of self-control should not enter the normal.

If you have not completed a course of study that would fit you to enter a good high school, you can not be profited by our work, and should not apply for admission.

Our work is special, and will suit none but those preparing for the teacher's profession. If you wish to teach in our country schools, our city schools, or high schools, we can give you good instruction by trained and skillful teachers, with all needed helps in the way of apparatus, libraries, etc., and special professional training that will be most valuable. But the normal school is not a college or university. If you are merely seeking to obtain a general education to prepare yourself for other than the teacher's profession, do not come here. Our work will not suit you, and we will not be satisfied with you. Only those desiring to prepare for the great work of the teacher should come to the normal.

The institution is subject to the control of the State board of education, which appoints the local boards.

The entire property of the school is valued at \$150,000 in grounds and buildings and \$15,000 in apparatus and library.

PRAIRIE VIEW STATE NORMAL.

Industrial education is the prominent, if not general, element of instruction in the normal school which was at first established in 1878 at Prairie View, near Hempstead, as an agricultural school for colored boys, and, seeming to prosper on the original plan, was in 1879 organized under the legally constituted direction of the Agricultural and Mechanical College authorities as a State normal for the training of teachers for the colored schools. As the managers now report to Governor Culberson:

The agricultural and mechanical department for the male and the special industrial department for the female students are in a most prosperous condition, and have added greatly to its popularity and usefulness without interfering with the normal feature of the school.

The report adds:

It is hoped that the university for higher classical education of the colored youth of Texas will eventually be located at this school. This can be done at comparatively little expense to the State by the addition of a few buildings and teachers, and by this means the colored people could obtain an industrial and classical education. The former, all will admit, would be of untold advantage in connection with the

higher education, especially to the negro race. We are informed that the negroes throughout the State are practically unanimous in favor of this university plan. We particularly invite your excellency's careful attention to this matter. We believe it would be a great saving to the State and expedite the establishment of the colored university which has so long been asked for by the negro race, and at a point that can not be excelled in all suitable respects anywhere in the State. * * * The average attendance at this school is about 150. Up to the date of filing this report we have for the current year enrolled 165 pupils. Of these, 46 are State students and are required to pay only the matriculation and medical fees. By provision of the board of directors each State senator is allowed to appoint one of these State students from his senatorial district, and each director appoints three from the State at large. Consequently these free students are distributed throughout the State.

It is proposed to increase the number of State students by giving senators and representatives the appointment of one student each, making 159 in all, each student to pay one-third of the school expenses, instead of being entirely maintained, as heretofore, at the expense of the State. Texas appropriates annually about \$10,000 for maintenance of State students, besides several thousand dollars annually for the industrial branches, independent of such appropriations as may be allowed for improvements, etc. The receipts of the school, which are exclusive of appropriations, were \$13,647 from pay students and other sources from March 15, 1895, to September 1, 1896. The property of the school is inventoried at an aggregate of \$93,872, including 1,500 acres of land, valued at \$15,000; academic brick hall, \$22,500; girls' brick dormitory, \$25,000; girls' frame dormitory, \$3,000; two boys' dormitories, \$1,000; brick mess hall, \$8,000; six teachers' cottages, \$4,500; principal's residence, \$1,000; and minor items. The school gets one-fourth of the amount of the Congressional annual provision allowed the State of Texas in aid of colleges of agriculture and the mechanic arts.

The present school registry embraces 87 male and 78 female students. The girls, in addition to academic instruction, are taught the "theory of household economy," sewing, cooking, housekeeping, laundry work, etc. The teachers are all fairly well educated colored men and women. The first principal of the school was L. W. Minor, appointed in June, 1878, his successors being E. H. Anderson, who died soon after his appointment; L. C. Anderson, brother of the deceased, appointed in 1884, and E. L. Blackshear, the incumbent of the position, who was appointed in 1896.

The history of the Prairie View school is logically more or less alluded to in that of the State University and the Agricultural and Mechanical College on account of its quasi connection through the college with the university, and its establishment being so far the only provision made by the State in lieu of the branch of the university contemplated by the constitution for the higher education of colored youth.

The report of the principal of the school, Prof. E. L. Blackshear, presents the following favorable statements:

As a normal school Prairie View steadily grew and prospered. Its graduates are found in all parts of the country, making commendable records as teachers in the schoolroom and as citizens in the community. There is a great demand everywhere among our people for teachers of character, culture, ability, and professional skill, and Prairie View must help to supply this demand.

The elevation of the negroes of Texas to that standard of development where they can be a harmonious and helpful factor in the life of the State concerns every patriot and statesman. This can be done only by giving them proper education. It is the personality of the teacher—the direct, immediate influence of his mind and character upon the pupils—that educates. As is the teacher so is the school, so are the scholars. Excellent systems of public instruction and liberal appropriations therefor are valueless and ineffective without true teachers. There is no economy in poor teachers at any price. The State is expending annually large sums of money for the impartial education of all the children in her borders, and this money is worse than wasted unless skillful and devoted teachers are employed to carry out the spirit and letter of her school laws. Hence the necessity of maintaining a normal school for the preparation and training of a sufficient number of the right kind of teachers for the colored schools. Results thus far have amply demonstrated the wisdom of the directors in establishing and of the State in maintaining Prairie View State Normal School.

The work of a colored teacher involves special difficulties. He is more than a teacher; he is a missionary of civilization, teaching the fundamental duties of society and citizenship. Believing that the colored people of Texas needed not only trained, intelligent, moral teachers, but trained, intelligent, moral mechanics and farmers as well, the board of directors some years ago established here, in connection with the normal school, an agricultural department and a mechanical department, so that now the pupils of our school can learn not only the elements of language, history, mathematics, and science, but the practical arts of life and modes of living as well.

The importance of the industrial element in education is recognized by all, and its special importance to the negro, who is just now laying the basis for his social development, is easily apparent. Industry, intelligence, and morality are the trinity that must maintain the unity of a progressive society. The masses of the negroes, engaged as they are in agriculture and other forms of manual labor, must learn the industrial virtues of frugality, economy, promptness, energy, accuracy, and reliability; must mix brains, skill, and character with their efforts before their labor can become desirable and properly productive. The South has always preferred negro labor, but even the Southern people have grown weary of the unreliability, shiftlessness, and unskillfulness of much of the negro labor. Thus the conclusion is inevitable that unless the negro laborers become intelligent, skillful, and reliable, they are doomed to serfdom and extinction. But give them industrial training, along with appropriate intellectual and moral training, and they will become a very helpful and important element in the development of the resources of the South. The colored boys should have opportunity to get insight and training into the modern methods of agriculture. The educated colored farmer will reflect credit on his community and on his State.

While the negroes need the opportunities of industrial training, the opportunity for higher education can not be justly denied those who evince talent and have desire in that direction. Recognizing this fact, a committee is at work on a higher course of study, in anticipation of the proposed gradual conversion of the Prairie View school into a university for the colored youth of the State, which shall include, in addition to its present departments, an academic department with its various subsidiary schools.

It was following the civil war, and in keeping with a disposition to afford to the freedmen of the State better means for the education of their children, leading to provision being made in the constitution of 1876 for a "branch of the university for the education of colored youth," that the sixteenth legislature, in 1879, passed the law for the organization and support of the normal school at Prairie View, formerly Alta Vista, in Waller County, near Hempstead, for "the preparation and training of colored teachers." By placing it under the control of the Agricultural and Mechanical College directory, it was sought to have it recognized as virtually a branch of the college branch of the university, and thus indirectly by such correlation entitled to some benefit from the university fund by making appropriations for it from that fund. Some of these, it seems, were allowed, till Comptroller Brown raised and successfully adhered to the objection that such appropriations were not constitutional—an issue which was certainly quite correct, if for no other reason than the fact that the school was not the branch of the university required by law, for that was to be located at Austin. The legislature having, however, insisted on making such provision for it from the university fund, Governor Roberts was at first inclined, in opposition to the views of the comptroller, to regard the appropriations as a tacit recognition of the school by the legislature as a substituted branch of the university for the benefit of the colored people, and to treat it accordingly. But the idea that the school as a branch of the college, which itself was only a branch of the university, could claim succor from the university fund, while presenting the anomaly of being succored by that fund as if it were a branch of the main institution instead of being a dependency of the dependent college branch, was too clearly an assumption, however desirable the effort to establish the colored branch. The legislation was too indirect to hold, and the result was that no further appropriations for the school from the university fund were attempted; but the school has since been liberally maintained by the State from other means, and is a source of great satisfaction to the colored people, short of a university of their own, operated independently of the existing university.

The last session of the legislature passed an act making a grant of 100,000 acres of land for a "colored branch," as it is called, of the State University, the bill being introduced and ably advocated by Representative Smith, of Colorado County, a Republican, and the sole colored member of the legislature. It was supported also by a number of prominent members in both houses, as a platform measure meeting little, if any, opposition in either body. Further than this action no practical step has been taken to put the matter into effect, and it unfortunately transpires, under recent investigation and rulings of the State authorities, that no public domain appears to be left from

which to set apart the grant. Various suggestions, however, have been made with reference to establishing the school—one looking to purchasing for it the property of the Tillotson Institute, a school for educating negroes which has been in operation many years at Austin, and another to establish it at Prairie View and make the school there a normal department of the new establishment. A more radical proposition, involving constitutional amendment, is to establish the branch for colored students in the Agricultural and Mechanical College premises at Bryan, for which the grounds and buildings are suitable—provided, of course, the change can be made acceptable to the people of that section—and remove the college from Bryan to Austin and merge its managing board and the university board into one body of regents and unite the college and university faculties also into one body for a new faculty; or, as there is nothing in the constitution fixing the college at Bryan, simply amend the statutes on the subject so as to locate both the college and the colored branch of the university at Austin, compensating the Bryan people for the removal of the college by donating to them, if acceptable, the college grounds and buildings at Bryan for a cotton factory or school, or other purposes of their own. As has been suggested, the removal of the college to Austin would be desirable for many reasons, and especially in dispensing with dual equipments necessary to serve the separate establishments. As to the colored school, however, it would seem to be the better policy to dissociate it altogether from the university, no matter where the school may be located, since a colored branch of a university mainly devoted to the interests of white students has come to be about as incongruous in this State as would be a branch for whites attached to a university mainly devoted to the interests of colored people, if for no other reason than the natural incompatibility of such association of educational institutions. On this very point the suggestion some years ago of a correspondent of the Galveston News is in line:

Without reference to the present needs of the university it is well to consider what trouble the colored people may give. They have the right to enter at the Bryan College and at the university here, more especially at Bryan, for that college is supported by a national endowment, so that it might be well to consider the propriety of making the Agricultural and Mechanical College the colored branch of the university for teaching agriculture and the mechanics and transferring the literary and other college departments to the main university at Austin. This would solve the colored problem, and is under consideration.

Fortunately, so far the colored problem has not been pressed, but it would seem to be politic to provide for such a contingency on some of the plans suggested, and preferably, no doubt, if the object can be accomplished, by establishing a separate university for the colored people, on account of its being most satisfactory to them as well as agreeable to the white people of the State. At all events, the contingencies present questions about which, perhaps, the State should

feel more concern than it has heretofore manifested, though it may well be claimed that it has made important advances, despite some errors in its efforts in behalf of the education of the colored race. In the constitution of 1866, adopted just after the close of the civil war, when the intention was to benefit the freedmen, the following provision was made:

All the taxes which may be collected from Africans or persons of African descent in the State shall be exclusively appropriated for the maintenance of a system of public schools for Africans and their children, and it shall be the duty of the legislature to encourage schools among these people.

The mistake was in imagining in the absence of statistics that the tax on the Africans applied exclusively for their benefit would produce a larger revenue than would their pro rata share of the tax from the combined white and colored population, which was not the fact on account of the negroes, though very numerous, being still not so many as the whites and having but little property compared with that of the white people. Such special provision was, however, dropped from the constitution of 1876, thus allowing for the education of colored children the benefit of a pro rata of the State's entire school fund instead of the limited amount collected by taxation from colored people.

ELEEMOSYNARY INSTITUTIONS.

There are several State institutions whose work is in an educational as well as charitable line. These are the State Orphan Home, of which William A. Wortham is superintendent, at Corsicana; Texas Institution for the Blind, E. T. Becton, superintendent, at Austin; Texas Deaf and Dumb Asylum, B. F. McNulty, superintendent, at Austin, and Institute for Deaf, Dumb, and Blind Colored Youths, S. J. Jenkins, superintendent, at Austin.

STATE ORPHAN HOME.

The policy in the management of this institution, as stated by the board of trustees, is to "make it a home as near complete in all its arrangements as it is possible to make a public institution."

Three things have been uppermost in the management and have been heartily concurred in by the board, superintendent, and matron: (a) To give the children good moral training; (b) to see that they are given such an education as the common schools of the State of the first class guarantee to every child; (c) to teach them habits of industry, and make them as near as possible self-reliant and self-sustaining, and to teach them, above all things, that the honest, industrious, and intelligent citizen will always succeed in life and command the respect of his fellow-creatures. With this policy in view, to make it as practicable as possible has been the desire of the management, and

everything has been done that could possibly be done to make it effective.

When the present board took possession, March 10, 1894, there were 168 children in the home, and when they filed their last annual report to the legislature there were 268 children in the home. Since that time there have been admitted into the home 171 children. Of the whole number, 5 children have died, 6 children have been adopted, and 21 children have been returned to friends and relatives, leaving now in the home 402 children.

The school is graded and the curriculum is such as to give the children as good an education as can be obtained in any of the public schools. An industrial department has been added, in order to better maintain the institution as a home such as should be given to the orphan children of Texas.

The expenditures for each student are about \$100 a year. Value of property, including 200 acres of land, buildings, stock, etc., is about \$60,000.

INSTITUTION FOR THE BLIND.

The importance of this institution consists in the fact that it not only affords a home for a period to children to whom the world is almost a blank in the general pleasures of life, but in a large measure qualifies them for work for their own support as far as they are capable of such instruction, and with some of them their aptness and capacity for learning is marvelous. On this account the institution has been affiliated, on a line with the high schools of the State, with the State university, at which one of its alumni, Franz J. Dohmen, recently graduated with the highest honors of his class. Some of the male graduates are earning a living in making brooms, mattresses, and assisting in furniture making, etc., and girl graduates find employment as church organists, music teachers, and in certain other work for which they have been trained at the institution. In a letter to Dr. Becton, President Winston, of the university, states that--

Mr. Dohmen's record for scholarship is the best in the graduating class of the university.

And that--

This is an event in which not only the Institute for the Blind, but also the university, takes the deepest pride and satisfaction, for it establishes two facts: First, the complete efficiency of the training given in our Institute for the Blind, and, second, the ability of the blind to receive the highest university education.

An exhibit at a recent State fair of work done at the institution, showing the general character of instruction and industries at the school, was a great revelation, and the exhibit as a whole was awarded a diploma for general excellence in all departments; and, as it was the

first one ever sent from the institution and was in the nature of an experiment, the results were highly gratifying.

In his report Dr. Becton states:

Of the 165 pupils in attendance, 107 are State pupils; that is, in addition to board, tuition, medical attention by the superintendent, and eye treatment by the oculist, the State pays their railroad fare to and from Austin and furnishes clothes for them while here.

The majority of blind persons in Texas are children of poor parents. This is accounted for by reason of the fact that there is a disease of the eye coming on soon after birth, which, if not promptly and actively treated, results in blindness. Parents do not understand this, and if they did, in many cases are unable to pay doctors' bills. Domestic remedies are used, and blindness ensues.

The books of the institution show that the annual per capita for the maintenance of the students is about \$75. There were four graduates last session.

THE DEAF AND DUMB ASYLUM.

This is an institution for the education of the deaf—not an establishment for the treatment of diseases of the ear.

After admission pupils are supplied with everything except clothing, which must be furnished in sufficient quantity and of suitable quality by the parent or guardian. The State does not pay fare on railroads. In case of real indigency, and only in such cases, assistance can be given toward clothing and traveling expenses.

The students are taught on the usual lines of academic instruction in such institutions, and in printing, bookbinding, shoemaking, and such other industries as may be provided for them by the State. They have the advantage of extensive grounds for raising fruits and vegetables, etc., and in that way contribute to reducing the per capita for their maintenance to about \$85 per annum.

The late superintendent, A. T. Rose, in his report to the governor represents the attendance of students as follows:

During the past year we have enrolled 299 pupils, but it is not to be understood that we had this number present at any one time. The report year, running from October to October, includes part of two school years. During the school year ending June, 1897, we enrolled 263 pupils. Since September of this year we have enrolled 27 new pupils, and 9 old pupils not in school last year have returned. At the close of school in June, 4 pupils were graduated and 6 dismissed. Of last year's enrollment 31 have up to this date failed to return, and one boy was expelled. Subtracting these 42 from the total enrollment, leaves an attendance of 257 at the date of this report. If we had the room and could admit them, the attendance would reach something near 300.

INSTITUTE FOR DEAF, DUMB, AND BLIND COLORED YOUTHS.

The literary feature of this institution is conducted by a principal and three assistant teachers. Instruction is given in all the elementary branches taught in common schools of the State. All pupils are instructed in such branches. The blind are instructed in tangible

reading and writing by means of raised-letter print and the New York point system. The deaf are instructed by means of a system of signs and the oral method usual in such institutions. The institution is a State school—not an asylum.

In his report to the governor the superintendent states:

The music feature of the institution has proved to be the most interesting to the blind, who attain, on an average, a degree of mental efficiency considerably above that ordinarily attained. The work in this line is done by one teacher, the piano and the human voice constituting the means, so far. The teacher is efficient, conscientious, industrious, patient, and painstaking. These qualities, so necessary to one serving in this capacity, make the feature a source of delight to the pupils and gratification to the teachers. Private piano rehearsals are given the class by the teacher at regular intervals during the year; and frequently public vocal and piano rehearsals are given by the pupils. They are interesting and entertaining to visitors, as well as delightful to students and pleasant to teachers.

Shoemaking is one of the trades taught. The deaf boys are afforded the opportunity of learning it under a competent workman, who during the past year succeeded in supplying all the students with shoes—94 pairs having been made during the year. The deaf girls are taught the rudiments of plain sewing, and at present they are being taught drafting, etc.

We cultivate 30 acres in agriculture and horticulture. On the ground that previously grew nothing but Johnson grass we raised about 250 bushels of corn and all the hay we need—very best—oats, millet, and sugar cane. Much of this work is done by the deaf boys. We also raised all the vegetables we needed last spring.

There were 17 deaf girls, 27 deaf boys, 19 blind girls, and 19 blind boys in the school last session.

The institution owns 100 acres of land, and with the advantage of that in cultivation the expense per capita for maintenance is far below that of any other State institution.

OTHER BENEFICENT INSTITUTIONS.

Besides these charitable State institutions there are several orphan homes in the State supported by private and public contributions, in which, besides providing for the physical care of the inmates, more or less instruction is imparted to the orphans such as the Bayland Home, near Houston; the Buckner Home, at Dallas, and the Female Orphans' Home, in Galveston. The Catholics have similar establishments in some of the larger cities of the State.

Chapter IV.

CHURCH AND PRIVATE ENTERPRISES.

It is not the intention to attempt to give in this chapter an account of all the educational institutions organized or operated under the auspices of the several religious denominations in Texas, but simply, as examples, to sketch the history of such of them as have been most prominent as church or joint church and private enterprises whose records are most interesting and instructive by reason of either fortunate circumstances or checkered careers incident to their establishment and operation.

The Baptists and Methodists appear to have been first in educational work in the State, if we except the early efforts of the Jesuits with their "mission schools," to which reference has been made already in this volume. Other denominations, notably the Presbyterians, the Cumberland Presbyterians, the Episcopalians, and the Christian Church, have zealously entered the field and made considerable progress in educational work. The Catholics have several successful colleges, and nearly every denomination has numerous subordinate schools in the State more or less subject to church supervision. There are also several colleges founded exclusively by negroes, of which Guadalupe College at Seguin is a type, and others are well conducted under the auspices of the colored churches aided by missionary associations of various Northern denominations.

Such sketches as the writer could secure are given of the history of some of the principal institutions. As will be seen, many of them struggled through the most trying ordeals. The Methodists, as usual with that pioneer organization, exploited more largely, it seems, than any other denomination. The conditions of the country and its disadvantages, the population being small and having but meager facilities for traveling, did not justify expectation of any considerable support of the higher institutions of learning. Among their former enterprises may be named Ruterville, McKenzie, Wesleyan, Fowler, Marvin, and Seale colleges, the last named being, in 1873, merged into Southwestern University. In addition, a female college at Waco, which had existed for quite a period under the patronage of that church, had to succumb a few years ago on account of the foreclosure of a mortgage against the property, and, as far as the writer is advised, efforts to revive the college have not been successful.

BAYLOR UNIVERSITY.

Baylor University is now the oldest educational institution in Texas. It has been forty-four years under the same president. It has matriculated about 8,000 students and has graduated over 500.

In the collegiate year 1894-95 it gave employment to 23 professors and teachers and matriculated about 700 students. It is a coeducational school, and is the property of the Baptist General Convention of Texas, representing a constituency of near 232,000 church members. It is located at Waco, McLennan County, Tex.

Baylor University was founded in the stormy days of the Republic of Texas—between the dates of the fall of the Alamo and the battle of Palo Alto. While thus in the chaos of a bloody revolution, when nine-tenths of her territory was the hunting ground of predatory savages, when not only no railroad line was projected, but also when her only thoroughfares of travel and traffic were Indian war trails or the narrow ruts cut by the hoofs of migratory bison, then our Baptist fathers—few, poor, and widely scattered—secured the charter and laid the foundations of this institution. In 1842, only six years after the battle of San Jacinto, which secured Texas independence, at the meeting of the Union Baptist Association held on Clear Creek, it was resolved to found a Baptist university. The three leading spirits in that body were Rev. William M. Tryon, a native of New York, Rev. James Huckins, a native of New Hampshire, and the Hon. R. E. B. Baylor, a native of Kentucky, eminent as a United States Congressman, as a learned jurist, and Baptist preacher. These illustrious men, with their collaborators, formed immediately the Texas Baptist Educational Society in order to embody, develop, and concentrate the best talent of the infant Republic on the contemplated university. In 1845 this society procured the charter and located the institution at Independence, Washington County, not far from the house of the pioneer Baptist preacher, Rev. N. T. Byars, in which was written the declaration of Texas independence. At that time Independence, noted for natural beauty, was near the center of population and wealth. Among the early trustees were such distinguished men as Judge R. E. B. Baylor (after whom the institution was named), James Huckins, William Tryon, Hon. A. S. Lipscomb, supreme judge; Governor A. C. Horton, and Gen. Sam Houston. The infant university was only what Jefferson called the University of Virginia in his day—“universitas in ovo.” But from that “ovo” was to come the institution which like a young eagle would soar aloft above the clouds and storms of adversity and bask in the sunlight of usefulness and glory. In the same year (1845) Prof. Henry Gillette, of New York, was elected the first teacher, and the preparatory school was opened in a two-story building, 30 by 50 feet,

at that time quite an imposing structure for Texas. It was soon crowded to overflowing. In 1847 Rev. Henry L. Graves, a graduate of the University of North Carolina and also of Madison University, New York, was elected president. In 1850 a second building of stone was erected, 50 by 65 feet; but at the close of the examination in 1851 the president and all his teachers resigned.

Fortunately, the morning after the resignation the Baptist State convention, which had in the meantime adopted the institution, met at Independence. Rev. Rufus C. Burleson was chosen as the successor of Dr. Graves. Dr. Burleson was at that time 28 years old, having spent seven years preparing for his life work in Nashville University, in teaching a select school in Mississippi, and in the theological seminary of Covington, Ky. The "universitas in ovo," with its young president and a new faculty, opened September 1, 1851, with 58 students—35 males and 23 females.

For ten successive years Dr. Burleson conducted its affairs, conferring in that time 28 diplomas, the first regular college class graduating in 1856. In 1857 the law department was organized, with a faculty of eminent ability, composed of Hon. R. T. Wheeler, supreme judge; Hon. R. E. B. Baylor, Gen. William P. Rogers, and John Sayles. In three years this department conferred 32 law diplomas.

At this juncture the educational stream divided, Dr. Burleson and all his faculty resigning to lay foundations elsewhere. In 1861, with the great civil war looming up, Rev. G. W. Baines succeeded Dr. Burleson at Independence, while the latter became president of Waco University, then and there founded. Following, first, the old Baylor current, we note that Rev. Mr. Baines served one year, conferring 1 diploma, and in 1862 was succeeded by William Carey Crane, D. D., LL. D., who presided with great fidelity and ability until his death, a period of twenty-three years, during which time he conferred 56 diplomas. He, in turn, was succeeded by Rev. Reddin Andrews, D. D., in 1885, who presided one year, or until consolidation in 1886, conferring 1 diploma. Thus, in all, under five presidents, from the date of securing the charter in 1845 to 1886, a period of 41 years, there were conferred 86 diplomas in the literary department and 32 in the law department of Baylor University at Independence.

From that time, after 1861, the year of the division, Dr. Burleson remained president of Waco University until 1886, a period of twenty-five years, during which time he conferred 226 diplomas. This institution was the first organically connected with a district association, and the latter was organically connected with the Baptist General Association of Texas that had been organized in 1868, and whose territory extended over north Texas, while the State convention represented the south Texas.



Main Building.

BAYLOR UNIVERSITY.

Girl's Dormitory.



In 1886 the long-parted educational streams reunited under the title of "Baylor University at Waco," with Dr. Burleson president, one party conceding the name, the other party the location.

From 1886, the year of the reunion, until 1895, Dr. Burleson conferred 111 diplomas, making in all 337 diplomas conferred by him in the unbroken period from 1851 to 1895—forty-four years. This does not include the law diplomas.

In all this long time from 1845 to 1895 our fathers waited not for the slow coming of wealth, civilization, or commerce, nor lingered they for the tardy approach of State education. It was the formative period of Texas, the hour of her peril, and two generations would pass away before free schools and a State university would be fairly in operation.

In the language of a writer in the interest of 'the church and the university—

Baylor University is the glory of Texas Baptist history. It is glorious that some 8,000 students have been instructed and more than 500 graduated. It is glorious that all but a small per cent of its students have left its halls converted to God and measurably trained in Christian life. It is glorious that so many young ministers have been educated, and so many others impressed to preach God's word. It is glorious that these students have carried back to their homes, their churches, and to their communities the fervor and light of college conversion and the power of college training, so that the light, warmth, and power have multiplied themselves from a thousand widely scattered home centers. It is glorious that Baylor boys have attained everywhere to places of distinction, profit, and influence, and Baylor girls have brightened and beautified so many homes. It is glorious that while kindred enterprises have gone down into the grave of failure, this institution, since its foundations were laid fifty years ago, has survived every storm, outlived every foe, and never lost a day of life from war, revolution, pestilence, or poverty. It is glorious that this pioneer of coeducation has demonstrated the wisdom of such system.

Rufus C. Burleson, D. D., LL. D., is the son of Jonathan Burleson, and was born near Decatur, Ala., August 7, 1823. He entered Nashville University in 1840. He was licensed to preach in November, 1840, by the First Baptist Church, of Nashville, under the pastoral care of Dr. R. B. C. Howell. He was ordained June 8, 1845, at Starkville, Miss. He graduated in the Western Baptist Literary and Theological Institute, Covington, Ky., June 10, 1847. During these seven years of laborious preparation for his life work he preached almost every Sunday, and scores were converted under his preaching. A few months after graduating he was elected pastor of the First Baptist Church at Houston, Tex., to succeed that great and good man, Dr. William Tryon. During the three years and a half of his pastoral work the feeble church became self-sustaining, paid off a heavy mortgage, and became the largest in the city and the most liberal in the State. In 1851 he was elected president of Baylor University, to succeed Dr. Henry L. Graves. Though ardently devoted to his church

at Houston and particularly fitted to the pulpit, he felt the glory of Texas and the success of the Baptist denomination demanded a great Baptist university. For forty-four years he has acted a conspicuous part in every great educational, religious, and social enterprise in Texas, during which time he has instructed over 8,000 students, male and female, many of whom have filled the highest positions of honor and responsibility both in church and State. It is evident that no man has exerted a greater influence than Dr. Burleson in molding the educational and religious character of the people of Texas. Dr. Burleson has probably been longer engaged in educational work than any other noted educator in Texas. He was a warm friend and companion in war with General Houston.

Rev. William Carey Crane, D. D., a distinguished preacher and educator, was the son of William Crane, and was born in Richmond, Va., March 17, 1816. He was educated in Richmond College, Virginia; also graduated at Columbian College, District of Columbia, and Madison (now Colgate) University. From these excellent opportunities he became a splendid scholar. He was pastor at Montgomery, Ala., in 1839, and afterwards pastor of the Baptist Church at Columbus, Vicksburg, and Yazoo City, Miss. He was for some time president of Mississippi Female College and Sample Broadus College, and afterwards president of Mount Lebanon University, Louisiana. He was elected president of Baylor University in 1862 and continued president until his death, February 27, 1885. During these twenty-three years as president of Baylor University he displayed untiring energy and great learning and devotion to the cause of Christian education. As has been said of him—

No man, under the great difficulties surrounding him, could have done a nobler work.

His published works, Literary Discourses, Collection of Arguments on Baptism, his Baptist Catechism, his Life of Gen. Sam Houston, and many literary addresses show that he was not only a profound scholar but an indefatigable student and writer. It is supposed that about 2,500 persons have been converted under his ministry, and his name and memory will ever be cherished by the students and friends of Baylor University.

Hon. R. E. B. Baylor was the ardent colaborer with Dr. Tryon in founding Baylor University. Judge Baylor says:

Brother Tryon originated the project of establishing a Baptist university in Texas, and I was naturally well in with him. Very soon after we sent a memorial to the Congress of the Republic. As I was more familiar with such things, I dictated the memorial and he wrote it. I insisted it should be named "Tryon University," but he persistently refused, and induced the brethren to name it "Baylor University."

Judge Baylor was the first donor of \$1,000. He gave during his lifetime something over \$5,000 for the building and endowment. In

addition to this, his moral influence, his wisdom, and his exalted purity of character exerted a powerful influence in the early history of the university. He was at one time a professor in the law department, and gave gratuitously a series of lectures. He was buried on the campus of the old Baylor University, at Independence, and his name should be perpetually honored and loved by the people of Texas.

Rev. Richard Byrd Burleson, LL. D., was the son of Jonathan Burleson. He was born near Decatur, Ala., January 1, 1821, and died at Waco, Tex., December 21, 1879. He entered Nashville University in 1840 and remained three years. He was licensed by the First Baptist Church at Nashville and was pastor of the Baptist Church at Tusculum four years. He then became president of Moulton Female College, Alabama, and held that position six years. In 1856 he became pastor of the Baptist Church at Austin and president of Austin Female Institute. In 1857 he became professor of natural science in Baylor University. In 1861 he was elected vice-president of Waco University and professor of natural science. As an ardent student of theology, geology, and botany, he had no superior and probably no equal in Texas. Governor Richard Coke, knowing his great eminence, gave him an appointment on the geological survey of Texas. But he resigned this position after one year, as it conflicted with his life work in founding a great Texas Baptist university. As a teacher, thousands can testify that his zeal and ability were never surpassed. For twenty-three years neither private interests nor long bodily afflictions ever detained him from the post of duty. He contributed largely to the great success of Baylor (Waco) University, to which he gave eighteen years of toil and sacrifice and intense anxiety. He was a preacher of distinguished ability. His piety was ardent, his life was holy, and his death triumphant. His influence will ever stand as one of the foundation rocks of Baylor University.

Rev. William M. Tryon deserves a most prominent place among the founders of Baylor University. He originated the Texas Baptist Education Society and also the plan of establishing a great Baptist university. At the meeting of the Union Association at Clear Creek, in 1842, he and Judge Baylor were appointed to draw up a petition for the charter and to publish proposals to all the towns and communities desiring to offer bids in money, lands, and other property for the location of the contemplated university. Dr. Tryon was a descendant from the illustrious family of Tryons, one of whom was an early governor of New York. He came to Texas a pioneer missionary in 1839, and no man ever rendered more important services than he in planning and carrying forward measures for the future development of the Baptists of Texas. He not only proposed the founding of Baylor University, but also the Texas Baptist State Convention. Indeed, he was one of God's great "pathfinders" and "foundation builders."

He died of yellow fever in the city of Houston, Tex., on the 16th of November, 1887. No man was ever loved or lamented more than he was.

Rev. B. H. Carroll, D. D., was born December 27, 1843. He graduated in Baylor University, at Independence, in 1860, under Dr. Burleson. In 1871 he was called as pastor of the First Baptist Church of Waco, which position he yet holds, and at once became closely identified with Waco University. He was largely influential in effecting the union of the two schools, and has since consolidation, in 1886, been president of the board of trustees of Baylor University at Waco and has given much time, money, and his entire influence to its upbuilding. In 1892 the university was burdened with debt and its future imperiled. In that crisis the board obtained a furlough from his church for Dr. Carroll, and he undertook to raise the money to pay the debt, in which service he was ably assisted by Rev. George W. Truett. This was the effort of his life. He succeeded, and the fruits of his success will be gathered in time.

Gen. J. W. Speight was from the foundation of Baylor University to its union with the other school president of the board of trustees, and no school ever had a more loyal friend. His works do live after him.

Rev. Hosea Garrett was one of the most indefatigable toilers in the foundation of Baylor University. He was a trustee for forty years, and most of the time president of the board of trustees. He seldom ever failed to attend the monthly meetings of the board. He was eminent for his sound judgment and for his devotion to whatever was right. He not only contributed liberally his time, but also of his money. At one time he was a successful agent of the university free of all expense. He was emphatically the Nestor of the early Texas Baptists, and no man ever contributed more of his time, his money, and his wisdom to the success of Baylor University.

Hon. A. C. Horton was also a liberal donor and ardent friend of Baylor University. In her early struggles he at one time gave \$5,000 and other donations that probably amounted in all to \$7,000. He was a man of great practical wisdom and earnest devotion to Texas and the Baptist cause.

Rev. George W. Truett, pastor of the First Baptist Church of Dallas, was on June 8, 1899, elected president of Baylor University.

COURSE OF STUDY.

From its organization Baylor University has insisted upon a high degree of scholarship. As early as 1851 the course of study leading to the A. B. degree included (1) five years in Latin, (2) four years in Greek, (3) mathematics through analytics, (4) rhetoric and ancient

history, (5) the usual natural sciences, (6) mental and moral philosophy, evidences of Christianity, logic, and political economy.

In 1853 Thucydides and *Cædipus Tyrannus* were added to the Greek, calculus to the mathematics, and courses in Spanish, French, and German were made a part of the regular work. In 1855 a scientific course was provided which included the full courses in mathematics, natural science, history, English, and one modern language. Students completing this course received the degree Ph. B. Previous to this the courses in history and English had been extended slightly. Elements of criticism and English literature were added to the course in 1859. There were few changes made from 1859 to 1891. The scientific course was changed so as to require a year and a half in Latin and ten months more of science than was required in the classical course. In 1891 the degree Ph. B. was changed to B. S., and the following year Virgil and Cicero were added to the Latin of this course, and a second modern language requiring two years' work was also added. Prior to 1893 the young ladies had not been required to take junior and senior mathematics, nor had they been required to take Greek. Their course was then made identical with that of the young men. However, they were allowed to elect, within prescribed limits, certain other studies instead of analytics, calculus, and Greek. In 1893 a course in English, leading to the B. L. degree, was adopted.

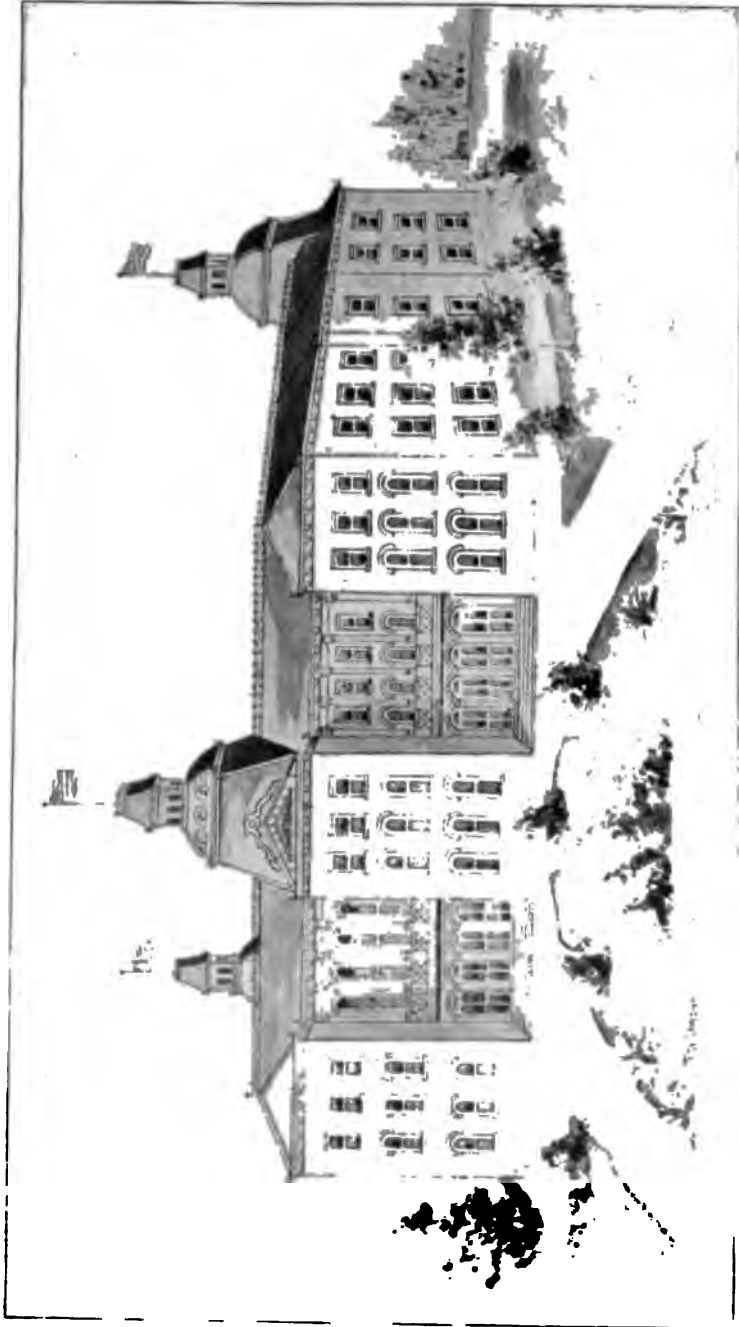
Several times there have been periods when military instruction has been given either by some member of the faculty or by cadets selected from the students themselves. Theological lectures for ministerial students have been given at irregular periods during most of the time since the organization of the school. Music, elocution, and art have been part of the regular work of the school most of the time. For many years there was a commercial department in connection with the university, but this was dropped in 1893.

At present the academic work of the university is embraced in three courses—the "Classical," the "Scientific," and the "English."

Classical course (A. B.).

	Fall term	Spring term.
Freshman year.	Algebra (5), Virgil (5), Xenophon (5), physics (4), English prose (1)	Geometry (3), Cicero (5), Lysias (5), physiology (3), physical geography (2), English poetry (1)
Sophomore year	Trigonometry (5), Horace (3), Plato and Thucydides (5), rhetoric (3), English (2)	Algebra (3), Livy (5), Homer (3), chemistry (3), general zoology (2), rhetoric (3)
Junior year.	Analytics (5), Horace (Satires) (3), Demosthenes (3), geology (3), general zoology (2), history (3)	Calculus (5), Juvenal and Tacitus (3), Greek drama (3), botany (3), history (3)
Senior year.	Mechanics (2), moral science (3), evidences of Christianity (2), logic (3), physics (3), English and American literature (5)	Astronomy (2), Intellectual philosophy (5), political economy (3), English (5)

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TAYLOR FEMALE COLLEGE BELTON.

The scientific course (B. S.) is substantially as above, except that no Greek is required and Latin only through the freshman year. Instead of these is required two years of German and two years of French or Spanish. Five hours in chemistry is added to the sophomore fall term, and two hours in biology to the junior spring term.

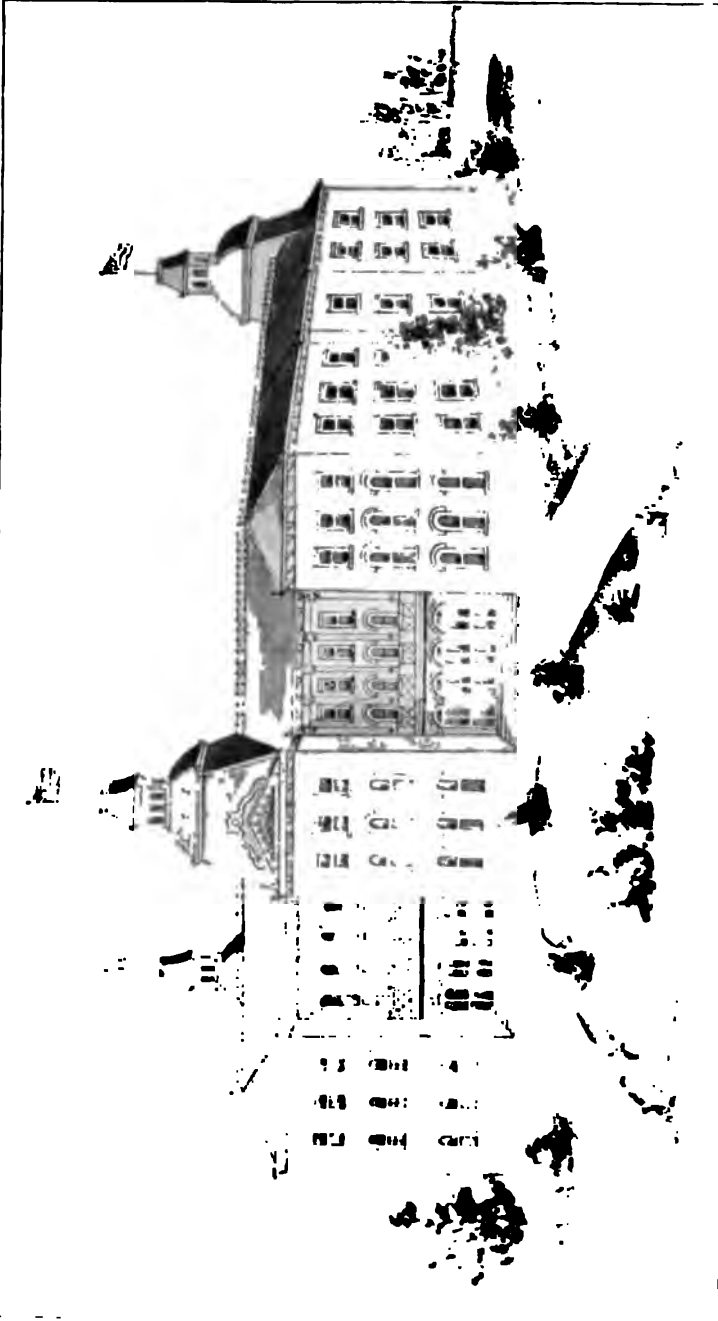
In the English course (B. L.) no Greek or Latin is required, no physics beyond the freshman, and no mathematics beyond the sophomore year. For the languages are required German and French or Spanish, as in the scientific course. There are added in this course two years in history and one year each in Old English, history of philosophy, and criticism.

Besides the above courses the university maintains a department of elocution and oratory, a conservatory of music, an art department, a Bible department, and a military department. The military department is under the charge of an officer detailed from the United States Army.

A tree is known by its fruits. As class-room education is but a means to an end, institutions of learning must be graded, on a last analysis, by the matured character and practical success of its students. Tried by this test, Baylor University obtains her highest rank. It is the most notable fact of her history that her students, both alumni and undergraduates, have become influential men and women, telling largely on both private and public life in Texas. To cite names of her preachers would be largely like calling the roll of the illustrious dead as to the fallen, and of pastors, evangelists, and missionaries as to the living. Her daughters have beautified and glorified too many homes for special mention. In medicine, law, agriculture, banking, and stock interests, many honorable names could be cited.

Perhaps in the department of legislation and jurisprudence we might, as examples of what could be given in other departments, specify a few names: L. S. Ross, governor of Texas and president of the Agricultural and Mechanical College; J. W. Jeffries, lieutenant-governor of Louisiana; L. L. Foster, speaker of the Texas house and railroad commissioner; John D. McCall, comptroller of Texas; Chilly McIntosh, Charles Grayson, and J. W. Smith, supreme counsellors, Indian Territory; Thomas J. Gorse, superintendent of penitentiaries of Texas; Thomas J. Brown, jurist, legislator, and historian; J. N. Henderson, of court of appeals; W. B. Denson, R. T. Wheeler, C. R. Breehove, J. E. and W. P. McCombe, J. C. and W. H. Jenkins, W. K. Homan, T. S. Henderson, J. S. Perry.

Among the teachers may be cited James L. Smith, president of Sulzer College; Reddin Andrews, president of Baylor University; W. H. Long, president of Greenville College.



UNIVERSITY COLLEGE, BOSTON.

BAYLOR FEMALE COLLEGE.

This college is an outcome of Baylor University, which was chartered by the Republic of Texas February 1, 1845, as a coeducational school, comprising both male and female departments in the same courses of instruction, but was divided in September, 1866, the female department being chartered as Baylor Female College, and both schools, though entirely separated by the change and under different management, retaining the name Baylor.

The principal movers in founding the institution were Rev. W. M. Tryon and Judge R. E. B. Baylor. It was first located at Independence, in Washington County, Tex., and was moved in 1886 to Belton. The present property of the college is estimated, in buildings and grounds, furniture and fixtures, at \$175,000. The usual attendance of students is 250 to 300. The first president of Baylor College was Rev. Horace Clark, LL. D. The others who followed in succession were B. S. Fitzgerald, A. M.; Rev. H. L. Graves, D. D.; Col. W. W. Fontaine, A. M.; Rev. W. M. Royal, D. D.; Rev. John H. Luther, D. D.; P. H. Eager, A. M.; E. H. Wells, A. M., M. D., and W. A. Wilson, A. M.

The college is of high literary grade, with exceptionally fine schools of art and music. The main building is a splendid structure of cut stone and modern style of architecture and conveniences. There are thirteen schools and departments of instruction.

HOWARD PAYNE COLLEGE.

This college was founded at Brownwood by the Baptists of Pecan Valley Association under the leadership of Dr. J. D. Robnett in the year 1890. The first session opened about the middle of September, 1890, with A. J. Emerson, A. M., D. D., as president. Dr. Emerson was a graduate of Wake Forest College, and just previous to his coming to Howard Payne College had served seventeen years as professor of English in William Jewell College, Liberty, Mo. In the spring of 1893 Dr. Emerson resigned, and Dr. J. D. Robnett, the real founder of the college, was elected president. He served in the double capacity of president and financial agent until the spring of 1895, when he resigned to accept the pastorate of the Washington Avenue Baptist Church, Dallas, Tex. J. H. Grove, A. M., M. S. D., was then elected president, and has served in that capacity from February, 1895, to the present time.

The most encouraging supporter of Dr. Robnett in the work of building the college was J. J. Ramey, who, besides contributing about \$5,000 himself, did not hesitate to sign the bonds with Dr. Robnett to raise the money for carrying forward the work. Others who have stood faithfully by the institution from the beginning, and who have

contributed from \$1,000 to \$3,000 each, are F. R. Smith, John W. Goodwin, T. C. Yantis, Brooke Smith, and Mrs. M. A. Martin. A large number of others have contributed from \$250 to \$1,000. Dr. Robnett gave the college about \$10,000, besides giving his entire time for five years without salary.

The college was the outgrowth of a desire on the part of the Baptists of central Texas to be at work in the cause of Christian education. They wished especially to educate the young ministers and to offer the advantages of a collegiate training to young men and young women generally in central and western Texas. It has from the first maintained a course of study equal to the average college, and has averaged an enrollment of 225 students annually. The faculty has consisted generally of 10 or 11 teachers, and each year among these have been several graduates of the best colleges and universities in the land. Besides the classical course, the facilities in music, art, elocution, business, and normal instruction are of high grade. Instruction in shorthand writing is an important feature.

The college building (three-story stone) with campus of 5 acres of ground in the heart of Brownwood, and furniture and equipment are worth, at a reasonable estimate, \$45,000.

In the spring of 1898 Howard Payne College, for financial and other reasons, became affiliated with Baylor University and passed under the control of the Baptist General Convention of Texas. One-third of the board members are now appointed annually by the Baptist General Convention of Texas instead of by the Baptists of Pecan Valley Association as formerly. By this affiliation the college agrees not to do post-graduate work at present, but to recommend its graduates to go to Baylor University for further instruction, provided Baylor University complies with her agreement to equip itself so as to do work equal to the best schools in the State.

SOUTHWESTERN UNIVERSITY.

This institution, which is located at Georgetown, is the property of the Methodist Episcopal Church, South. The origin and history of the university is carefully presented in a publication by Rev. F. A. Moel, D. D., its founder and first regent, graphically picturing the difficulties of early educational movements of the church in Texas, and furnishing so interesting and instructive an account of the inception and progress of the university as to justify its reproduction here, with but little omission from the text or addition to its statements:

The 29th day of April, 1870, marked the formal inauguration of the postbellum movement of the Texas conferences of the Methodist Episcopal Church, South, in the matter of advanced education in Texas. Since that time very great changes



HOWARD PAYNE COLLEGE CENTER COMPLETE . BROWNWOOD.



have taken place in the number and character of the ministry and membership of the church, as well as in the status of the movement then projected.

As early as July 25, 1837, Rev. Martin L. Ruter, D. D., was appointed a missionary to the Republic of Texas, and reached his field of labor October following. He had been president of Allegheny College, in Pennsylvania, was the first Methodist preacher of America honored with the title of Doctor of Divinity, and on one occasion received a large vote of the General Conference for the bishopric, being at the time its secretary. Entering upon his new and arduous duties, likely with too consuming zeal, he suddenly succumbed, May 16, 1838, to disease entailed by imprudent exposure in a strange climate. In the seven months of labor, however, that he gave to Texas he left one thought deeply impressed upon many minds, and to which he made impressive allusion in his last illness, viz, his anxiety to see an institution for advanced education established by the Methodist Church which should make its impress upon all the coming generations of the new Republic.

It is surprising, therefore, that cotemporaneous with the movement to organize an annual conference was a movement to establish a college. Indeed, the college, in some sense, antedated the conference, for Ruterville College was chartered by the Congress of Texas and endowed with 4 leagues of land—about 18,000 acres—January 25, 1840, while the first conference did not assemble until December 25 of the same year. Ruterville College, therefore, was founded as the fitting memorial of the distinguished man whose name it bore, and was intended to embody in active form the great idea that filled his mind from his arrival in Texas to the day of his death. Rev. Chauncey Richardson, a gentleman of fine abilities as an administrator and preacher, was called to the presidency of the institution.

For some years the college had a prosperous existence. Its printed catalogues show a large attendance of students, and, at this distance, it looks as if all the conditions for enlarged and permanent success were at hand. It seems clear to the writer that those in the lead of the enterprise yielded too readily to discouragement. That it did much and excellent work has never been questioned, but it seems from the final disposition of the property that local influences became more powerful than connectional control, for August 6, 1856, Ruterville College, with all of its property, was consolidated by the legislature of Texas with the "Texas Monumental Association," and this, too, in the face of the express provision of the original college charter, "that the lands donated by the State should be applied to education, and for no other purpose whatever."

Very few, at the time of the foundation of Ruterville College, had any adequate conception of what was demanded to establish and carry forward to success an institution of learning of high character. This was strikingly shown in the terms of the charter granted to Ruterville College, for while exceedingly liberal in many important respects, the charter said, "Provided, The amount of property owned by said corporation shall not at any time exceed \$25,000," and limited its corporate life to "ten years." If these were the limited views of the legislators of the Republic of the conditions for the success of a college, it is not surprising that the church should share the same error. As a consequence, Ruterville College had been in operation but four years, had scarcely got well to work, and was struggling with the difficulties incident to a new enterprise, when it was proposed to build, equip, launch, and man another college.

The General Conference of 1844 divided the Texas Conference into the East Texas and Texas conferences. Ruterville fell within the limits of the western section. At the first session of the East Texas Conference, held January 8, 1845, we find that again the college enterprise had antedated conference existence; for the Texas Congress, January 16, 1844, granted a charter to Wesleyan College, San Augustine. Rev. Lester Jones was appointed president of the college, Rev. N. W. Burks, principal of the

preparatory school. To this new educational center a number of the young people flocked, and everything seemed again to promise great success. But under the difficulties and discouragements usual in such matters the hearts of the leaders failed, and, with it, the institution declined. The terms of the charter of this college, however, reveal a greatly enlarged view of what was demanded in the case, so that the effort at Ruterville was working out both direct and indirect results. The limitation of its corporate existence was "fifty years," the property limitation "\$100,000, over and above the buildings, library, and apparatus necessary to the institution."

About the time that these public and more pretentious enterprises were being started, an unassuming Methodist preacher, whose health had failed from excessive ministerial toil, settled in Red River County, Tex., and opened a private school. This modest little movement by Rev. J. W. P. McKenzie, D. D., in 1841, at first scarcely attracting the attention of the neighborhood, began from its incipiency a slow and healthy growth. Its projector had no lofty aims or extensive plans. He taught a school, an unpretending school, which he conducted in the fear of God, under distinctly religious influences. The solid attainments of his pupils, their high moral tone, the positive and evident influences of a religious character that were soon seen emanating thence, began to attract the attention of the county, of the neighboring counties, and finally of the whole State. It made not only reputation, but character. Its numbers grew and additional teachers were employed. It rose to the dignity of "McKenzie Institute," and finally, with continued enlargement, in response to what seemed an imperative demand, it applied for a charter, and became "McKenzie College," having 4 large buildings, 10 professors and tutors, over 300 matriculates per annum, and an aggregate of more than 3,000 students during the thirty years of its existence. What a glorious work for one man to accomplish in a short life!

Meanwhile Texas, having been admitted into the Federal Union, had progressed rapidly in population and material prosperity. The lower counties particularly, where flourished the sugar cane and cotton, increased greatly in wealth. The church made corresponding progress, and in these lower counties were found a large body of wealthy Methodists seeking the best educational advantages. "Ruterville" had lost its prestige, the temporary prosperity of "Wesleyan" had declined, and though "McKenzie" continued the even tenor of its useful way, it was so far removed from the centers of wealth and population as to be practically inaccessible to many. The demand for an institution projected by the church for advanced education appeared to have been increased by the seeming failure of the first attempts, and in 1855 a convention of delegates from the boundaries of the Texas Conference, embracing the central and southern portions of the State, assembled in Chapel Hill to consider the question. By its action an entirely new enterprise was again launched upon the uncertain sea of Texas education.

Soule University, located at Chapel Hill, in Washington County, was sustained by some of the most enterprising and wealthy citizens of the State. A large and commodious building of stone was built, costing some \$37,000, and two of the chairs of instruction were well endowed with \$25,000 each—one by Colonel Felder, the other by Colonel Kirby. The halls were opened in 1856, to which a large number of students hastened. No educational enterprise of the church had been before projected under more favorable auspices. The mistakes and miscalculations of former attempts were vividly in memory to warn its leaders, and the wealth at its command promised an assurance of a material character necessary to secure great success. Scarcely, however, had its routine been fairly established and the graduation of two promising students given bright forecast of the coming greatness of its mission when the bugle blast of war summoned the South to arms. President Jefferson Davis in vain protested against the colleges of the country emptying themselves into the army, declaring that "we were grinding up our seed corn." Presidents, professors, and students in many cases rushed to volunteer for the conflict. The president of Soule Univer-

sity, Rev. G. W. Carter, D. D., secured the position of colonel in the army, took his students to the field, and the halls of the university were silent. The pressure of the war subsequently converted the building into a military hospital, and at its close the building was left defaced and leaky, without furniture, apparatus, endowment, faculty, or students, with neglected liabilities aggregating \$17,000 hanging over it. But there were brave hearts left. In 1865 its halls were reopened for instruction, and so prompt and rapid was the response in patronage that it was determined in 1866 to open, under its charter, a normal institute for the training of teachers. At the suggestion of Bishop H. N. McTyeire, correspondence was opened with the vice-principal of the State Normal School of South Carolina. Plans were submitted by him for the organization and management of such a department, to go into operation in 1867. But just while everything looked brightest, yellow fever, penetrating from the coast, began to lay waste large sections of the interior of the State. Towns and villages were decimated. Chapel Hill shared the general experience of that section, and the dread disease invaded the university. Professors and students were stricken down, and in a few short weeks silence like a pall hung over the fated institution.

Early in 1868, the trustees of the university determined to renew their efforts, and offered the presidency of the institution to Rev. F. A. Mood, D. D., which he declined; but in the fall of the year the call was renewed, accompanied with letters from Bishops Andrew, McTyeire, and Wightman, setting forth the importance of some one interesting himself in that department of church labor in Texas. He entered upon the duties of the position in November, the institution being opened for the reception of students January 1, 1869.

In the correspondence of the trustees and bishops with the new president it was assumed that Soule University had been projected and recognized as the central institution of Methodism for the State of Texas. This supposition was supported neither by the facts of its establishment nor the general sentiment of the State. None of the conferences outside of the Texas Conference were in any way committed to its support, and the prejudices against the location, from the visitation of yellow fever, rendered the prospects of anything like a liberal patronage from the State at large exceedingly gloomy. There were, however, two facts in favor of one more effort in some direction, to wit: Not a solitary Methodist institution for male youth was in existence in the State, for even McKenzie College had completely succumbed to the misfortunes of war. Then, too, there was not a man, minister or layman, who seemed disposed to hazard health, fame, or fortune in another effort to establish one. The field, in its most literal sense, was unoccupied, though white to the harvest. There was demand for just such service. The one attempting to respond to the demand would trench upon no man's field of labor, nor "build on other men's foundations." In short, there was a grand monopoly of sacrifice and toil open to anyone that wished to possess it.

A small company gathered Monday, January 2, 1869, and an irregular term closed with public exercises in June. The opening of the session in September was somewhat encouraging to the new faculty; but they had been at work only a few weeks when a new danger suddenly appeared. Yellow fever, which had appeared at Galveston, extended to Houston, and the university was alarmed one day by the appearance of a prominent minister, who stated that the yellow fever was reported at Hempstead, 7 miles distant; that he was flying from the pestilence with his family, and advised all to do likewise. Panic followed. Nothing could allay the alarm of the students, even after conclusive proof that the rumor was unfounded. It was in the midst of the anxiety awakened by this state of affairs that the conception resulting in the establishment of Southwestern University had its origin.

The trustees of Soule University were hurriedly convened, October 4, 1869, a larger number than usual being in attendance. After religious services, the following preamble and propositions were submitted for consideration and adoption.

HISTORY OF EDUCATION IN TEXAS.

The first school in Texas was established in 1791 at San Antonio. It was a private school for the children of the Spanish soldiers and officials. The school was run by a priest and the curriculum was based on the liberal arts and the study of the Bible.

The first public school in Texas was established in 1825 at San Antonio. It was a school for the children of the Mexican people. The school was run by a priest and the curriculum was based on the liberal arts and the study of the Bible.

The first normal school in Texas was established in 1840 at San Antonio. It was a school for the training of teachers. The school was run by a priest and the curriculum was based on the liberal arts and the study of the Bible.

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SOUTHWESTERN UNIVERSITY, LADIES' ANNEX, GEORGETOWN.

HISTORY OF EDUCATION IN TEXAS.

The committee was previously and urgently pleaded for upon their presentation by the members of the *Missis.* and after protracted discussion and debate, were adopted and set on foot. These propositions were amended in a few days and afterwards by the East Texas Conference, so that they were first submitted and were finally unanimously adopted in their amended form by the five

conferences of this importance to Southern Methodism, as well as the general interest of the State and education in Texas, that there be an institution of learning in Texas, the *expenses* thereof to be borne by the State and by the other advantages of the same, and

that the *present* existing institutions, from the heavy pecuniary of the most of them, are denied the desired advantages of education; and that the *absence* of an institution of this character large numbers of the youth of the State are being yearly sent out of the State to secular and ecclesiastical schools, causing great loss to the membership and influence of our churches, and withdrawing from the limits of the State large amounts of money which could be employed in building up churches at home; and

that the magnitude of the work of establishing such an institution involves a large outlay of money and an expenditure for liberal endowment much greater than that of any other single enterprise; and

that the *present* pecuniary strength, especially projected to meet this great want, is being rapidly diminished through the calamities of war and other untoward events, only a small amount of money being comparatively unexpended to prompt, unselfish, and efficient efforts to meet this great demand that is now upon the church; and

that the *present* pecuniary strength of the 30,000 Methodists in Texas ought to secure, with the aid of the State, the establishment of an institution of the highest grade with the most liberal endowment and the most liberal facilities for widespread usefulness;

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SOUTH WESTERN UNIVERSITY, LADIES' ANNEX, GEORGETOWN.

Their adoption was **pressingly and urgently** pleaded for upon their presentation by their author [Dr. Mood], and, after protracted consideration and debate, were adopted, with but one dissenting vote. These propositions were amended in a few unimportant particulars by the East Texas Conference, to which they were first submitted, but were finally **unanimously adopted** in their amended form by the five conferences, as follows:

"Whereas it is of vital importance to Southern Methodism, as well as the general interests of religion and education in Texas, that there be an institution of learning that will by its endowments cheapen higher education and by its other advantages secure general confidence and patronage; and

"Whereas under existing circumstances, from its heavy cost, many of the most worthy young men of the State are denied the desired advantages of education; and

"Whereas in the absence of an institution of this character large numbers of the young men of the church are being yearly sent out of the State to secular and sectarian institutions, entailing great loss to the membership and influence of our church, besides withdrawing from the limits of the State large amounts of money that could be expended in building up education at home; and

"Whereas the magnitude of the work of establishing such an institution involves a demand for patronage and an expenditure for liberal endowment much greater than can be met by any single conference; and

"Whereas Soule University, though originally projected to meet this great want, has up to this date, through the calamities of war and other untoward events, only partially secured this end; and

"Whereas the field being comparatively unoccupied invites to prompt, unselfish, zealous, and liberal effort to meet this great demand that is now upon the church; and

"Whereas a union of effort of the 30,000 Methodists in Texas ought to secure, without possibility of failure, the establishment of an institution of the highest grade with ample endowment and the most liberal facilities for widespread usefulness: Therefore

Resolved, By this board, humbly invoking the guidance and approval of Almighty God, and with a single eye to His glory, that the several annual conferences of the Methodist Episcopal Church, South, in Texas be invited at their ensuing sessions to concur in the following propositions:

"1. That an educational convention of the several conferences of the Methodist Episcopal Church, South, in Texas shall be called to meet at Galveston, April 20 1870, consisting of the delegates elect, lay and clerical, to our ensuing General Conference.

"2. That to this convention, thus constituted, be committed the duty of **arranging** for the organization, location, and endowment of a university for the Southwest, to be under the patronage and control of the conferences of this State and such other conferences as may hereafter desire to cooperate with them.

"3. That the different male institutions organized or projected under the auspices of our church throughout the State be invited to send deputations to the convention to present their several claims for its consideration.

"4. That the delegates from each conference proceed immediately upon their appointment to invite proposals for the most eligible site within their bounds.

"5. That the several conferences concurring, if deemed practicable, the bishop act as agent, who shall proceed forthwith to assist in raising endowment.

"6. That the convention, as far as practicable, arrange for a homogeneous system of preparatory schools preparatory to the university.

"7. That each conference concurring pledge its adherence to the action of the convention and its hearty support of its decisions without reference to personal or local preferences.



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"Whereas the magnitude of the work of establishing such an institution involves a demand for **patronage and an expenditure for liberal endowment** much greater than can be met by any single conference; and

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"5. That the several conferences concurring, if deemed practicable, the bishop act as chairman, who shall proceed forthwith to assist in raising endowment.

"6. That the convention, as far as practicable, arrange for a homogeneous system of graded schools preparatory to the university.

That each conference concurring pledge its adherence to the action of the convention and its hearty support of its decisions without reference to personal or local preferences.



S. S. T. W. WESTERN UNIVERSITY, LADIES' ANNEX, GEORGETOWN.

"8. That in the votes of the convention upon location, the delegates vote by conference, a majority being required to decide the question."

The movement proposed in the calling of this convention was more extended than any before attempted by the church, and the method was new, and was soon afterwards adopted in the establishment of Central University, afterwards called Vanderbilt University, in Tennessee. Randolph Macon, "the mother of colleges" in the Southern Church, was established, and after its establishment the cooperation of several conferences was invoked through agents. In the founding of Southern University the convention that met was called to decide between two rival points. But in the present case, instead of the conferences being summoned by convention to agree upon a center already established, or to decide between rival claims of two or more institutions, they were called from all quarters to unite upon a common policy, determine their common interest, and then agree upon the proper point. No place was in view, not a dollar was in hand, not a foot of land in possession. The strictly impartial and just methods proposed and the evident necessity for such an institution commended the movement to general confidence. The delegates, too, met under a constitution. Their discretion, though ample, was carefully limited. They could act only for a certain end and after a certain method. Still in their election the conferences by these representatives pledged themselves to abide by their "decisions without reference to personal or local preferences." For five conferences, whose operations covered the entire State, to unite by unanimous action in solemn compact for one grand movement was most encouraging progress in an undertaking only three months old.

The convention met pursuant to appointment in Ryland Chapel, Galveston. It was a representative body as to character, influence, and intelligence. Rev. Robert Alexander, D. D., of the Texas Conference, was unanimously chosen president. Surprising to say, after all the experiences of the past, the convention had been organized for but some thirty minutes when the following resolution was submitted for adoption:

Resolved, That the convention now proceed to locate the proposed university."

The adoption of this resolution was warmly pressed by a large wing of the convention. In vain did the opposite side urge that we had no university to locate, that we had nothing but the opportunity to consider the question of the establishment of one, and arrange to secure something to locate. The impatience of many of the members seemed to threaten, within the first hour of assembling, to wreck the whole movement. The matter, after prolonged debate, was finally referred to a committee to consider and report the next morning. The committee had caught the infection of impatience, and a majority reported favorably to location at one of the only two points that had made any proposals to the body. The minority of the committee presented an adverse report, and appealed to the eighth article of the propositions in the decision. When the ballots were collected the unexpected but happy result was developed that, while the majority of the delegates present favored immediate location, a majority of the delegations representing each conference was against it.

Having escaped this peril the convention proceeded calmly and harmoniously to consideration of the great interest committed to it, resulting in the following: (1) Adoption of a plan of organization; (2) a plan of endowment; (3) the conditions and particulars of a charter; (4) the adoption of a name; (5) the appointment of agents; (6) estimating the amount of money necessary to establish such an institution; (7) fixing the lowest amount upon which location and opening of the institution could be attempted; (8) an address to the church in Texas, setting forth the importance and feasibility of the undertaking; (9) declaring the preferred policy in the matter of location, which was the purchase of a large body of land to constitute both location and incipient endowment.

The sum of \$500,000 was declared necessary to establish what was designed, and

no location was to be attempted until values to the amount of \$150,000 were secured. Rev. Greeneth Fisher, of the Texas Conference; Rev. J. W. P. McKenzie, of the North Texas Conference; and Rev. W. G. Veal, of the Northwest Texas Conference, were recommended to the bishop to be appointed agents for the collection of endowment. The convention adjourned with the best and most hopeful feelings prevailing.

The agents reported to the several annual conferences in the fall of 1870 that they had utterly failed to secure subscriptions in money or land. The conspicuous reason assigned for this failure was that the people were unwilling to subscribe to an institution not yet in existence, without location or habitation. The agents were of opinion that if location was established at some point, then the church would rally to its endowment. This view had been warmly urged in the debate had on location in the convention. It carried with it a contradiction. If the people would not contribute to a university until a location was made, there was an end of the movement, for it was impossible to locate nothing. It is true two places came before the convention asking for the location. One had a building projected, but already embarrassed by debt; the other offered a building over which hung heavy liabilities. To have located at either point was not to establish a university, but to assume a debt. Indeed, the position of those urging immediate location virtually declared that the church would not contribute to the establishment of a university until the university was established.

The conferences called the convention together at Waxahachie in the following April. Its session was favored with the presidency of Bishop E. M. Marvin, which was a benediction to the movement. Upon its assembly the wisdom of the postponement of the question of location, which had first obtained, was made apparent. Instead of only two, some five competing places solicited the location, offering subsidies greatly in advance of anything previously presented.

Again, however, the question was immediately sprung upon the convention, the same arguments pro and con being urged. The majority of delegates again pronounced for immediate location, but again an appeal to the eighth restrictive rule prevented the disaster of premature decision. In this vote two conferences voted aye, two voted no, and one was equally divided in its vote for some twelve hours, but finally voted no.

The convention reaffirmed the general policy in reference to the endowment and location of the university adopted at the previous session, but declared the following limits, beyond which location was forbidden: "North of the thirty-first degree of north latitude, and between the nineteenth and twenty-second degrees of longitude west from Washington, D. C., including the counties of Bell, Williamson, and Travis." The struggle at this session of the convention was much fiercer and more protracted than at the former. Many expressed great alarm, and Bishop Marvin shared the anxiety felt in the matter. But others saw in the struggle much to rejoice over. The university, its endowment and location, were no longer questions of passive acquiescence on the part of the church. The whole matter was becoming a living question, in which many were beginning to feel a deep interest, and in reference to the fate of which many now began to realize a deep concern.

The convention appointed a "board of commissioners of location," consisting of an equal number of laymen and ministers, who, besides being empowered to locate the institution, were authorized to solicit and receive donations for the enterprise in money and lands. They were required to report to an adjourned meeting of the convention, which was afterwards summoned to meet in Corsicana November 1, 1871.

The convention reassembled under the presidency of Bishop Marvin, who had returned to Texas during the year. The wisdom of the delay already had in the matter of location, although denied by the impatient ones, was very apparent to those who were willing to move more slowly. Some ten places now appeared, through

delegates or memorials, each presenting their assumed superior claims for the coveted prize. The values now offered as subsidies to secure the location were far in advance of anything deemed two years previously as at all possible to be secured. The increased attendance upon the meetings of the convention, the ardor and earnestness, and, in some instances, warm partisan feeling expressed in the debates, all proved clearly that the matter had now come to be considered one of singular importance to the church in Texas.

The commissioners of location reported that they had given anxious attention to the matter, but had not yet fully settled the point, and asked further time. The report was laid on the table and the commissioners discharged. This action was another outburst of impatience, and while the convention was seething over the matter a proposition of an entirely novel character was submitted. A company of active and prosperous capitalists, members of the church—a majority of them residing in the city of Galveston—proposed to form a joint stock company with a capital of \$100,000, of which they were willing to take \$50,000, provided the Methodists of the State at large would take the other \$50,000. With this money they assured the convention they could purchase an eligible body of land, containing nearly 20,000 acres, toward which an important line of railroad was then pushing. The company from this purchase was to donate ample grounds for college buildings near the center, and every alternate lot and acre of the town to be laid out around the university, and every alternate quarter section of 160 acres of the remaining land. They promised, also, to erect plain buildings for the university and faculty, in which operations might begin and be comfortably accommodated for ten or fifteen years. These gentlemen limited the time of their offer to June 1, 1872, after which, if the church at large had failed to respond to their proposition, it was to be considered null and void. The proposition was most favorably received by the convention. The gentlemen originating the offer were appointed commissioners of location, with instructions that if the scheme failed they were to select from the many places then claiming the location. In that event they were to become trustees of the property accepted in behalf of the Methodist Episcopal Church, South, and to make any and all arrangements for the opening of the university their wisdom should devise, and report their action to the several conferences. The question had been previously raised whether or not the convention had authority to delegate its powers to commissioners, and an appeal had been taken to the bishop, who decided affirmatively.

The commissioners proceeded promptly and generously to act in response to this unexpected call of the convention. The 1st of June the State had failed to respond to their proposal, which was now formally withdrawn. They advertised that they would proceed to locate the university. They declared their purpose to locate at that point which offered a subsidy nearest approaching the original moneyed condition of \$150,000—accessibility, centrality, health, and other necessary particulars to be duly considered.

The arrangements for the wise and careful oversight of the property and administration of the proposed institution were subjects of much debate and consideration. Through the wise suggestions of Bishop J. C. Keener the matter received happy solution. He suggested the creation of two distinct boards, one having oversight of the property, the other to have jurisdiction over the internal affairs of the institution. It was determined, therefore, to have a board of trustees of business men who should administer the financial affairs. A working quorum was to be located in Galveston to constitute the executive committee, the rest of the board to be representatives from the several conferences. The board of curators was to be made up of ministers, an equal number to be elected from each conference. To this board was to be committed the supervision of the internal affairs of the institution, involving discipline, the election of professors, conferring of degrees, etc.

This plan of organization, submitted to the conference in the winter of 1872, under the presidency of Bishop Keener, was adopted, and the curators were appointed. This board met in Galveston December 31, 1872, Bishop Keener presiding, and Rev. F. A. Moad, D. D., was elected regent of the university, with authority to summon a meeting of the board for the further election of professors whenever the emergency demanded.

The board of trustees kept up diligent correspondence with the numerous points competing for the location, by letter or otherwise. They visited in person several places, but agreed quite unanimously that Georgetown, in Williamson County, possessed by far the greatest advantages presented by any of the competing points; while the subsidy offered in buildings, lands, and money was also in advance of all others. Located at the base of the Colorado hills—called mountains—with the beautiful San Gabriel flowing through its northern and western limits, through rocky canyons and over gravelly beds, with the overhanging hills covered with forests, and on the south and east "a boundless contiguity" of rich, rolling prairie, all lying only 25 miles north of the capital of the State, there were offered all the conditions of a desirable location. High and well drained, with no swamp land within 50 miles, there was the assurance of health. The hills, rolling prairie, rocks, and river, offered a beautiful landscape, where you could neither walk nor ride without being charmed. The San Gabriel, with its bubbling springs, offered abundance of pure, sparkling water; the hills on the north and west, crowned with forests, offered fuel, and at their feet were quarries of rock for building. The farms that dotted the prairies offered abundant produce at low prices, and the proximity to the capital anchored it forever near the legislative center of the Commonwealth. The subsidy offered, claimed to have a value of \$150,000, was really worth less than half that amount; but, even at that discount, exceeded in actual value the subsidy of any competing point. So Georgetown was formally called upon to present its subsidy in legal and authenticated form.

Meanwhile the competing places, impatient at the delay, and despairing of reaching the amount of subsidy demanded by the commissioners, one after another withdrew voluntarily from the contest; so that on August 21, 1873, when the location was declared Georgetown remained the only actual candidate for the honor. By this happy combination of circumstances all complaints in reference to the decision of the commissioners were estopped. Upon the reception of the news at Georgetown of the decision of the commissioners there was great rejoicing, the firing of a hundred guns expressing their great satisfaction at the result.

The subsidy included a plain but capacious stone building, with six large lecture rooms, and a chapel having a capacity to seat over 400 persons. Having these accommodations approximately at hand, the regent advertised the opening of the first session of the university for Monday, October 6, 1873.

But before following the announcement of the location of the university, and before the time its opening could be properly advertised, adverse circumstances occurred which presented serious obstructions to a propitious beginning. The financial panic which a short time before began in New York, extended to Texas. The general distress which had cheerfully and unostentatiously borne all the cost of the university, now found themselves unable to assist further. Yellow fever made its appearance at different points in the State. The railroad lines were quarantined, and the usual passage of the mails prevented. It was in the face of these embarrassing circumstances that the first session opened October 6, 1873. Thirty-three students matriculated, the average age of the age and attainments requiring the aid of professors to instruct them, and the pupils receiving passively the instruction of teachers. The average age was something over 17 years, and they ranked freshman and sophomore.

The curators held their second meeting in the city of Austin, December 13, 1873, and elected as a permanent faculty: F. A. Mood, D. D. (regent of the university), professor of mental and moral philosophy, and for the time being to have charge also of the schools of history and English literature; B. E. Chreitzberg, A. M., professor of ancient languages and mathematics, and H. M. Reynolds, M. D., professor of modern languages.

On the 12th of November, 1884, Dr. Mood closed his useful and successful life, his last service being an address on Christian education before an annual conference in session at Waco. An appropriate monument marks his resting place on the university campus. As shown, his greatest work was the unification and concentration of Texas Methodism (Methodist Episcopal Church, South) upon one leading central institution in the interest of higher education. Before his death the matriculations of students in the university had reached 345, and 360 at the close of the session of 1884-85. About \$50,000 in notes had been secured for outfit and endowment of the institution through the financial agent, Rev. H. A. Bourland, and further large amounts have been secured through the agency of Dr. Bourland's successors, Rev. J. H. McLean, Rev. W. M. Hays, and Rev. F. B. Sinex.

The names of the regents in the order of their service are: Rev. F. A. Mood, D. D., elected in 1873; Rev. J. W. Heidt, A. M., D. D., elected in 1885; Rev. J. H. McLean, A. M., D. D., elected in 1891; Prof. R. S. Hyer, A. M., LL. D., elected in 1898.

During Dr. Heidt's administration the "Helping Hall" system was developed with an investment of about \$7,000, giving accommodations to some 60 young men at a cost of \$8 per month for board and lodging. The hall, which is a benefaction from Mrs. M. A. Giddings, of Brenham, affords a comfortable home at lowest rates to worthy young men of limited means. From the assets of the university about \$40,000 have been invested in the construction of a large and elegant building for the accommodation of the young ladies. It has a campus of 30 acres and is known as the "Ladies' Annex." Here young ladies have an elegant home, with competent teachers in art, elocution, and music, while in the academic course they have the same professors as the university has, but mainly in separate classes.

Dr. McLean guided the affairs of the university as regent for six years with marked success, and his name is indissolubly united with the history of the institution, which he has faithfully served as curator, financial agent, professor, and regent. Regent Hyer is a graduate of Emory College, Georgia, of the class of 1880. He has been about fifteen years in service as professor of natural science in the university.

The enrollment of students, including the Annex, ranges from 400 to 500 annually. Over 300 are of collegiate grade, and about one-fourth of these are young ladies. The remaining students are in the subfreshman and special departments.

The faculty, as presented in the last catalogue, are: Rev. John R. Allen, A. B., D. D., chairman of faculty; C. C. Cody, A. M., Ph. D., professor of mathematics; R. F. Young, A. M., professor of modern languages; R. S. Hyer, A. M., LL. D., professor of natural science; John R. Allen, A. B., D. D., professor of mental and moral philosophy; H. A. Shands, A. M., Ph. D., professor of English language and literature; W. C. Vaden, A. M., professor of Greek and Latin; C. G. Carroll, A. M., assistant in mental and moral philosophy; M. L. Mowrey, principal of commercial school; S. H. Moore, A. B., principal of fitting school; A. S. Pegues, A. M., assistant in fitting school; G. C. White, assistant in fitting school.

C. C. Cody is the secretary and H. A. Shands librarian.

There are a number of lady teachers additional in the annex.

Previous professors were: B. E. Chrietzberg, A. M., mathematics; H. M. Reynolds, M. D., physiology, hygiene, and voice culture; Rev. A. A. Albrecht, A. M., modern languages; W. W. Lewis, A. M., mathematics; Rev. N. T. Burks, A. M., mathematics; Rev. P. C. Bryce, A. M., ancient languages; W. P. Fleming, M. D., physiology and hygiene; S. D. Sanders, A. M., M. D., history and political economy; S. J. Jones, Ph. D., history and political economy; Milton Ragsdale, A. M., music; Morgan Callaway, jr., Ph. D., English; S. G. Sanders, A. M., ancient languages; Rev. S. E. Burkhead, A. M., English; C. H. Ross, Ph. D., English; E. R. Williams, A. M., principal fitting school.

The university has about \$150,000 well invested in buildings, library, and apparatus, and, in addition to tuition fees, a small income by assessments from the patronizing conferences of the church.

FORT WORTH UNIVERSITY.

This institution was organized under the auspices of the Methodist Episcopal Church, and was chartered as the Texas Wesleyan College, June 6, 1881, under the laws of the State of Texas, and authorized to maintain the usual curricula and departments of a college, and to confer the corresponding degrees. The school was opened in temporary quarters in the midst of the city of Fort Worth, September 7, 1881. After five years of preparatory work it was moved to its present campus of ten acres in the south part of the city, where generous friends had erected for its occupancy a commodious and substantial building of brick and stone.

At the annual meeting held in June, 1889, the board of trustees secured an amended charter, under the name of Fort Worth University, embodying the intention of the founders to ultimately establish a school of this center of the Southwest, where any person can find instruction in any study, and pursue it as far and as long as he chooses.

The school of law was organized under the new charter in August, 1890, and its first class met for work September 26 following.



FORT WORTH UNIVERSITY, UNIVERSITY HALL.



The school of medicine was organized under the university charter in July, 1894, and began work in the succeeding October, in temporary quarters provided for it on the campus. In 1896 the medical faculty became possessed of a fine building at the corner of Rusk and Seventh streets. This was put in order and equipped for the medical school, which resumed work in its new quarters September 30, 1896. The building and equipment cost \$30,000.

At present the university offers collegiate courses in arts and sciences leading to the degrees of A. B. and B. S., corresponding preparatory courses, a normal course, an elementary preparatory course, and a commercial course; also a course in law leading to the degree of LL. B., and in medicine to the degree of M. D. Instruction is also provided in modern languages, instrumental and vocal music, drawing and painting, elocution, and military tactics. Postgraduate instruction is offered in mathematics, Latin, Greek, chemistry, biology, and astronomy.

Four buildings have been erected on the campus—University Hall, Cadet Hall, Science Hall, and the dining hall. These are plainly and solidly built, and are commodious and well planned for their special purposes. Ample quarters also are provided in the center of the city for the schools of commerce and medicine.

University Hall is 85 feet front, 84 feet deep, and three stories high. On the first floor are the chapel, study hall, president's office, recitation and toilet rooms. On the second floor are the reception rooms, apartments for the president's family, library, reading room, art studio, and dormitories occupied by students and members of the faculty. On the third floor are dormitories, music rooms, and hall for societies and for physical culture. The building is well arranged for ventilation, and all sanitary conditions are good. Young women can be accommodated here with comfortable rooms, well furnished, and presided over by a competent and cultured preceptress. Efficient janitor service is furnished.

Cadet Hall is devoted to the use of the young men only. The commandant's office, study hall, and professors' rooms are on the first floor. The second and third stories contain the young men's dormitories. Corridors run the entire length of the building on each floor, with fire escapes at each end. The cadets are subject to military discipline. Science Hall is provided with chemical, physical, and biological laboratories of exceptionally full equipment, a museum, and an astronomical observatory containing the Chamberlin telescope. The dining hall has dining room, serving room, and kitchen on the lower floor, and dormitories above. The dining room seats 150.

Military drill is required of each young man unless disqualified by physical conditions, and must be regarded as a part of regular work.

The net enrollment of students of the university last session was 468, including 168 medical students. There were 460 students in the

commercial school. The president of the university since 1891 is Rev. Oscar L. Fisher, who was preceded by Rev. P. M. White, and he by Rev. A. A. Johnson. President Johnson and W. H. Connor were the chief promoters of the establishment of the university. A splendid 6-inch equatorial refracting telescope was presented by Mr. H. B. Chamberlin.

The institution has no endowment. Its property in grounds, buildings, and equipments is worth \$155,000.

NORTH TEXAS FEMALE COLLEGE.

This institution, which has attained great success under its present management, was begun by the citizens of Sherman in 1866, thirty-three years ago. Like many other schools, its beginning was unpretentious, giving little promise of success. It was originally only a high school, intended to supply a local demand. Prof. J. C. Parks, its first president, continued at its head for twelve years. In 1878 the trustees determined to organize the institution and have it chartered as a college under its present style and title, and Col. J. R. Cole became its president. In 1880 Prof. W. C. Parham, from Arkansas, became president, and continued only one year. In 1881 Rev. E. D. Pitts, D. D., took charge as president, but remained only two years, and in 1883 Judge J. M. Onis was elected to the presidency. During all these years the institution was embarrassed with debts and struggled against poverty and other difficulties incident to new enterprises.

The citizens of Sherman, supposing the church would be a better guardian than themselves, tendered the school to the North Texas Conference of the Methodist Episcopal Church, South, and for years the church endeavored to keep it alive, often coming to the point of despair, and then rallying, only to make another disappointing effort. Finally, after many alternatives, the board of trustees found themselves overwhelmed with its indebtedness, and closed the school in 1886. It remained in this condition for one year, when Mrs. L. A. Kidd, now the wife of Bishop Joseph S. Key, was induced to undertake its rescue and establishment. At once hope revived and the friends of the college rallied to it with enthusiasm. Rev. J. M. Binkley was put in the field as agent, and was followed next year by Rev. T. J. McGee, and Rev. J. C. Weaver, who canvassed for several years. Under all these efforts the debts were paid and money raised to collect the buildings and improve the grounds. Much money was given by the citizens, but the largest contributor was Mrs. Julia Halsell, of Sherman, Tex., who gave at one time \$5,000, which paid off the major part of the debt and liberated the college. Rev. J. M. Binkley gave at one time \$1,000, besides smaller sums at different times, and has from the beginning been a steadfast and helpful friend. But the greatest



NORTH TEXAS FEMALE COLLEGE. JULIA HALSELL HALL, SHERMAN.



benefactor of the college is the present president, Mrs. Key, whose gifts for its upbuilding have been considerable and promptly furnished as needed.

The present value of the property is fully \$75,000, upon which there is not a dollar's encumbrance.

The patronage has grown steadily year by year until now it numbers 280 students and finds its friends and supporters among the best families of Texas and adjacent States. Among its several fine buildings is the Annie Nugent Hall, contributed and named in honor of the daughter of Col. William L. Nugent, of Mississippi; another fine building is Julia Halsell Hall. The main college edifice is a new, commodious, and beautiful brick structure.

During the past session the school had students from Louisiana, Mississippi, Arkansas, Kentucky, Missouri, Tennessee, Virginia, Colorado, Georgia, Pennsylvania, New Mexico, and the Indian Territory, besides those from Texas.

POLYTECHNIC COLLEGE.

The Polytechnic College of the Methodist Episcopal Church, South, was projected by authority of the Northwest Texas Conference at its session at Abilene, Tex., in November, 1890. Certain gentlemen (A. S. Hall, W. D. Hall, and George Tandy), friends of Christian education and of Methodism, proposed to donate one-half interest in a large tract of land near Fort Worth, if the church would accept the offer and establish a college. The conference appointed a committee of discreet men to inquire into the feasibility of the plan, and to take such action in the premises as they thought best. The committee met in Fort Worth in December, 1890, and was presided over by Bishop Joseph S. Key. After carefully weighing the proposition and realizing the great need of a high grade institution of learning in that part of the State, they voted unanimously to accept the offer and begin at once the work of founding the college.

Accordingly a board of trustees was elected and a charter obtained. Bishop Joseph S. Key was made president of the board, and Rev. W. P. Wilson was chosen financial agent.

At a meeting of the board held in February, 1891, Rev. J. W. Adkisson was elected to the presidency of the college, and he proceeded at once to organize a faculty and arrange for the opening. The college was opened in September, 1891. The first scholastic year showed a total of 105 matriculations, and the attendance has steadily grown until at the close of the seventh session the enrollment was more than three times as great as the first year.

The present value of the college buildings and grounds is something like \$30,000. Plans are now being projected looking to enlargement,

and it is hoped that another and more commodious building will be ready by the opening of the next session.

The last catalogue shows the following board of trustees: Bishop Joseph S. Key, president; Rev. George S. Wyatt, vice-president; J. B. Baker, secretary; George Mulkey, treasurer; Rev. W. F. Lloyd, Rev. W. P. Wilson, O. S. Kennedy, Rev. M. S. Hotchkiss, Hon. T. T. D. Andrews, Rev. O. F. Sensabaugh, Judge N. A. Stedman, Rev. R. C. Armstrong, Rev. George W. Owens.

Rev. W. F. Lloyd has been the president of the college since June, 1894. Under his presidency the institution has nearly doubled in attendance, and a very efficient faculty has been secured. Prof. W. F. Mister, an A.M. graduate of the University of Mississippi, is chairman of the faculty.

SAN ANTONIO FEMALE COLLEGE.

This college was deeded unconditionally to the Methodist Episcopal Church, South, and falls under the control of the West Texas Annual Conference.

Its history shows that some nine years ago the West End Town Company, under the presidency of Gen. G. W. Russ, set apart 45 acres in their addition to the city of San Antonio and offered them to the church on condition that 5 acres be used as a campus and the other 40 acres be divided into town lots and sold and the proceeds used in erecting college buildings. Rev. W. W. Pinson, pastor of the Travis Park Church, accepted the offer and carried the matter before the annual conference, which in 1890 accepted the gift. A number of lots were sold and a large foundation was laid for the buildings. Capt. J. S. McKinnon was the largest purchaser of lots and contributor of money.

The campus of 5 acres with the buildings (brick and stone) and improvements, including artesian well, equipments, etc., has the valuation of \$32,000; lots unsold, \$20,000. The attendance has steadily increased from the first year, and the grade of work has been raised each year until now the school is doing some real college work. There are schools of instrumental and vocal music, elocution, and art. There are 10 teachers and an attendance of about 100 students. The college began work in 1894 and was chartered in 1896. Rev. J. E. Harrison, a graduate of Vanderbilt University, Tennessee, was the first and has been the only president. The college is finely located and is accessible by electric cars from San Antonio.

CORONAL INSTITUTE.

This school is located at San Marcos, a beautiful little city of some 3,000 inhabitants, and particularly noted for the lovely springs which swell in great volumes from their rocky beds in the edge of the city

to form the San Marcos River, whose waters are kept cool and pure by them and clear as crystal.

The school was opened in 1868 by Mr. Hollingsworth, and a few years later was purchased by the Southern Methodist Church and remains the property of that church. The present buildings, grounds, and equipment are valued at \$40,000. The attendance for a number of years has averaged about 300, nearly one-third being boarders. The names of the successive presidents are: Rev. B. H. Belvin, Maj. I. H. Bishop, Rev. E. S. Smith, R. O. Rounsavall, J. E. Pritchett, W. J. Spilman, and A. A. Thomas. The buildings are of stone and brick, commodious, and well furnished with modern appliances, including electric lights. The school is on the railroad between Austin and San Antonio.

In their announcements the authorities of the institution state that they have tried both the exclusive and coeducational plans and believe the best results are obtained by educating boys and girls together. They add:

We are not running a reformatory, and hence no pupils who are "too bad to go to school at home," are wanted. Any pupil guilty of gross misconduct, or who positively refuses to obey any teacher, will be promptly expelled. A pupil once expelled will never be allowed to enter our school again.

AUSTIN COLLEGE, AT SHERMAN.

Austin College was among the first established by the State. It was chartered in 1849, and named after the great pioneer of Texas civilization, Hon. Stephen F. Austin, although the efforts of Rev. Daniel Baker, an eloquent and successful home missionary, secured the charter and most of the lands and money to put it into operation. The charter, for that time, was a liberal one. It allowed \$200,000 worth of property to be held in the name of the college. Its board of 13 trustees was composed of men of many creeds, some of them of no particular creed, and no test of a religious character was to be allowed for either professors or pupils.

As stated in a catalogue giving the history of the institution:

In 1849 Rev. Daniel Baker, acting by authority of the Presbyterian Church in Texas, secured a charter for Austin College, to be located at Huntsville, and in 1850 the college was formally opened, with Dr. Samuel McKinney as president. Dr. McKinney was succeeded in 1853 by Dr. Baker, who remained president of this institution until his death in 1857. Dr. J. W. Miller succeeded Dr. Baker, and was himself succeeded by Rev. R. W. Bailey in 1858. In 1862 Dr. McKinney again became president of the college, and held that position until 1870, when he was followed by Dr. S. M. Luckett. The work of president and also that of financial agent was faithfully and successfully performed by Dr. Luckett until 1878, when it had become necessary to move the college from Huntsville to Sherman, a healthier location. The main building was completed and the college opened September 4, 1878, with Dr. H. B. Boude as president, and since that time it has continued to be one of

the leading institutions in Texas in its efforts to uphold the standard of higher education. Dr. Boude was succeeded in 1881 by Dr. E. P. Palmer, and Dr. Palmer in 1884 by Dr. Donald McGregor. In 1887 Dr. Luckett was again elected president, and held that office until 1897, when he resigned, and Dr. T. R. Sampson was elected to fill the position.

To the main building, completed in 1878, have since been added two wings, making the building now complete, containing ample space for class rooms, besides chemical and physical laboratories. There are also in the building two society halls, a gymnasium, a president's office, an assembly hall, and a library. The two society halls are memorial rooms, "Link Hall" being the gift of Mrs. S. M. Luckett, wife of Dr. S. M. Luckett, and "Files Hall" the gift of Mr. F. M. Files, of Files, Tex. The library has been re-furnished and equipped as a memorial to Mr. Chadwick, of Chappel Hill, Tex., whose generous liberality has gone far toward placing the college on its present firm basis. By the effort of Dr. Sampson, a large and commodious gymnasium has recently been added and a convenient assembly hall fitted up, making the college more thoroughly equipped for good and successful work.

The first board of trustees at Huntsville was composed of such men as Gen. Sam Houston, President Anson Jones, of the Texas Republic, Henderson Yoakum, author of a History of Texas, and other prominent men. Col. George W. Rogers gave 5 acres of land and three lots in Huntsville on which to erect the college buildings. Rev. Daniel Baker was appointed financial agent, and was quite successful in his work in securing donations of money in Baltimore, New York, New Jersey, and South Carolina. Rev. Benjamin Chase, of Natchez, Miss., gave the college 14,930 acres of land; but subsequently, after much of it had been sold, what was left was, on account of his own failing fortune, reconveyed to him. Dr. Baker collected in subscriptions about \$25,000, and yet the college was embarrassed. Like so many other young institutions, it was constantly struggling with debt, and not infrequently with other misfortunes. After appealing to the public for \$10,000 to meet its obligations, President Bailey urged that the proposition be pressed upon the hearts of the friends and patrons of the college, declaring that "if their pulsations were not strong enough to meet the exigency it would be time enough then to announce the funeral oration of Austin College. The president and professors in the meantime were enduring the martyrdom of unpaid salaries. The college was forced to suspend operations, and Professor Grady rented one of the rooms for conducting a high school. A meeting of the college authorities was called to "face the facts." A debt of \$12,000 still impended, the students went off to the war, and all financial arrangements were uncertain. President McKinney and his sons managed to keep the college going as a sort of high school, and had 125 pupils in charge. The board seemed to have lost heart in their work, and, so far as the records show, did not meet till in June, 1869, and then in Galveston, to see what could be saved from the wreck. Suits amounting to \$5,000 were now pending against the college, and under the charter the trustees were personally liable for the debts.



AUSTIN COLLEGE, MAIN BUILDING, SHERMAN.

The college still held 10,000 acres of land, but not then productive of revenue, and when the board met the next year at Bryan, President McKinney, disheartened by war and debt, resigned. His successor, Dr. Luckett, took charge in 1871, and soon after was made financial agent as well as president, with authority to sell lands, raise money, and pay off judgments as fast as possible. There were now but a score of students at the college, and these were left in charge of Professor Estill so that Dr. Luckett could better look after the finances, which he did with great zeal, traversing the State on horseback and impressed with the conviction that God aids those who help themselves. But he was not very successful, and such was the condition of affairs at the time it was thought a change of location of the college might be advisable. The question of removal to north Texas, where population and wealth were more rapidly developing, was discussed by the synod of the church. Bids for the new location were invited, and Austin, Georgetown, Tyler, Dallas, Salado, Denison, and Sherman competed for it. Sherman was selected and the bid formally accepted in February, 1876.

The building at Huntsville was turned over to the city, and the library, museum, apparatus, and furniture were moved to Sherman, where work on the new college building was begun in 1876, but was not finished till 1878 on account of delay in collecting the subscriptions for it, some \$30,000. In the meantime Dr. Luckett's collections on old accounts had reduced the previous debt to about \$4,000, and the college held good land notes to the value of from \$12,000 to \$15,000, a college campus of 10 acres, and several pieces of valuable land. The debts were finally bonded for \$12,000, and the bonds sold at par in New York, the grounds, buildings, and library all being pledged for the payment of the bonds, which were to run for ten years. But before five years elapsed the college was unable to pay the interest. In the meanwhile the tuition receipts were not sufficient to pay salaries, and in 1880 the debt had reached about \$15,000.

Thus, as seen, the college had a very uncertain existence for many years, successive presidents resigned, the attendance of students fluctuated from about a score to less than a hundred, and at one time the president had but one professor to assist him in teaching. The situation was such it seemed the college would have to succumb under its burden of debt and lack of patronage; but as a friend of the institution, familiar with all of its varying fortunes, recites its history

Faithful hearts prayed for it, wise counsellors and diligent hands labored for it, a compromise in which the bondholders lost only a part of the interest was effected, and the college property was relieved of the mortgage. Agents in each presbytery of the church assisted in the work; and when all had been done that could be, Mr. J. N. Chadwick, a noble man of Chapel Hill, Tex., paid the balance. Since then he has given \$10,000 in cash for endowment, and a large body of land to aid poor young men to secure an education.

charter was obtained under the name of Add-Ran Christain University, and a new board of trustees elected. Hon. J. J. Jarvis, of Fort Worth, was elected president of the board of trustees. He at once began the work of erecting a new and large addition to the buildings. This he put up principally at his own expense. This addition, a four-story stone, with seven good rooms, is known as the "Jarvis Building."

The name Add-Ran, it will be noticed, is a combination from the given names of the Clark brothers.

The institution was originally located as a college at Thorp Spring, but a few years ago was removed to Waco, "the central city" of Texas. It has succeeded to some indebtedness from the college, which is not likely to be increased, but rather decreased, as the interest is kept paid, and as a university its affairs are being conducted on a money-saving basis. The proceeds of the Thorp Spring property are used to reduce the college debt. In their report the trustees state:

About \$4,000 of new pledges have been secured—more than enough to pay interest on our debts. We have bequests amounting to about \$25,000, and counting the Bible chair subscriptions we have about \$20,000 in pledges. Our lots and salable lands are valued at about \$10,000. About \$4,000 has been paid on the Bible chair pledges; this has been loaned to the university, for which 10 per cent interest is paid, for the furtherance of the Bible department. Our Waco buildings, furniture, and campus are valued at \$120,000; the property at Thorp Spring cost about \$60,000. Our entire indebtedness, including that at Thorp Spring and what we owe the Bible college, is about \$30,000. It is our purpose to collect pledges and sell our lands and pay off as rapidly as possible these debts.

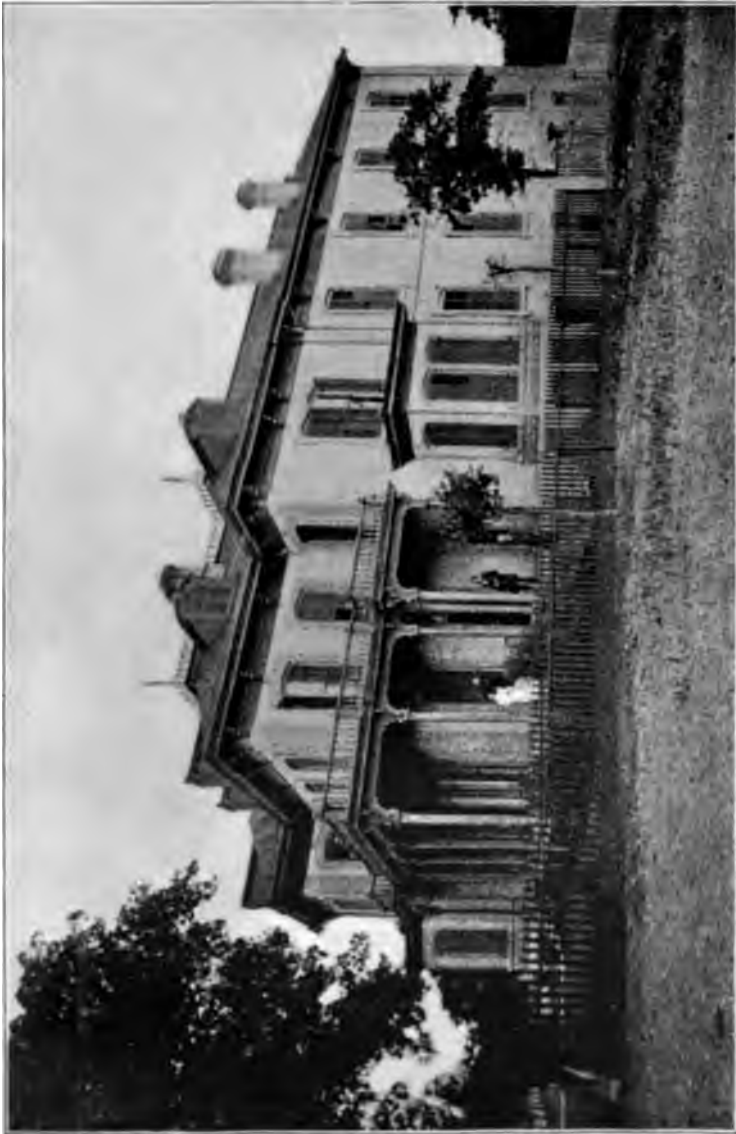
An industrial school and a military school are new features of the institution. There are post-graduate courses in philosophy, political science and sociology, pedagogy, history, physics, mathematics, German language and literature, Greek language and literature, and Latin language and literature. Under Chancellor James W. Lowber, since regent of the post-graduate department, the post-graduate courses were greatly enlarged so as to add many of the subjects named. That it is appreciated is evidenced by the fact that graduates are increasing in that department.

The institution has an average attendance of about 400 students. Addison Clark, LL. D., is now the president, and J. B. Sweeney, A. M., Ph. D., chancellor of the university.

CARR-BURDETTE COLLEGE.

The origin of this college, as related by Mrs. O. A. Carr, who with her husband were its founders, is a lesson in educational enterprise. Many years ago, as she states:

After a long and arduous term of labor as adjunct professor of English and principal of the girls department of the University of Missouri, my nervous system became so weak that I was compelled to suspend my work. About this time Mr. Carr was called to preach for the First Christian Church, at Springfield, Mo., and believ-



DANIEL BAKER COLLEGE. STUART SEMINARY 'EAST VIEW', BROWNWOOD.

In 1887 Rev. S. M. Luckett was reelected to the presidency of the college, and at once entered upon his duties. By his industry and financial tact the remaining floating debt of the college was paid, and the institution was reorganized with a full faculty. A handsome wing was added with the beautiful hall, given by Mrs. Luckett as a memorial to her parents. Mrs. H. A. McGregor, widow of the late President McGregor, died in 1890 and left the college property worth from \$50,000 to \$70,000. Mr. Files's gift, Files Hall, is a valuable addition to the outfit of the college.

Action has been taken to change the name and have the school chartered as the "John Knox College." The present name is misleading, as it is a college at Sherman instead of at Austin.

TEXAS PRESBYTERIAN UNIVERSITY.

This is an incipient institution, but one which has been projected on a grand scale, and which promises success. It has been incorporated under the laws of Texas, with a subscribed endowment of \$10,000 and 100 charter members, among them being some of the most prominent men of Texas. Other States are also represented, the member from New York being the Rev. Dr. D. J. McMillan, secretary of the board of home missions of the Presbyterian Church. The site has not been determined and will not be selected until \$100,000 has been subscribed toward the endowment fund, which has been fixed at \$2,000,000.

As the project is stated in the New York Tribune -

The university is to be a peculiar institution in many ways. Both sexes are to be admitted on precisely equal terms. The trustees are forbidden by the charter to contract any debt, and the majority of them, instead of being clergymen, must be business men. They are elected by the charter members from among themselves, and must be communicants of the Presbyterian Church, but the university will be subject to no church court. The Bible is to have first place in the curriculum, the study to be continued throughout the course, concluding at graduation with the last chapter of Revelation.

The standards of the Presbyterian Church will also be taught, the catechism, confession of faith, form of government, and history. At the same time it is intended that the classical, scientific, literary, fine art, and musical departments shall be secured to none. There will be physical and athletic departments under the immediate control and direction of the faculty. Regular instruction will be given on the subject, and the instructor will have control of all the athletic exercises of the students.

A labor department will eventually be provided for the benefit of students who may need that means to pay the expenses of their education.

Among devotees to the work are the pupils of Laurie Richards Claggett, the deceased wife of the president of the board of trustees, Rev. W. H. Claggett, who is one of the chief moving spirits in the enterprise. It is proposed to endow the musical department of the



DANIEL BAKER COLLEGE. STUART SEMINARY 'EAST VIEW'. BROWNWOOD.

university as a memorial to her, as she was one of the charter members and cherished great hopes for that department. As a teacher of voice culture she had trained hundreds of pupils all over the country and was affectionately known by them as their "music mother."

Among the subscription features are a dime endowment fund and a children's endowment fund, for which latter the children of Texas, as proposed, are to raise \$25,000 by daily contributions of 1 cent a day each for five years.

The board of trustees comprises the following prominent gentlemen: Rev. W. H. Claggett, president; Rev. G. T. Storey, vice-president; Rev. S. J. McMurray, secretary; J. H. Silliman, treasurer; Rev. French McAfee, Dr. F. C. Stevenson, J. A. Thompson, R. P. Rhea, John M. McCoy, A. J. Brackenridge, cashier of First National Bank, Austin, and George T. Reynolds, president First National Bank, Albany, Tex.

Of these, Messrs. Claggett, Brackenridge, Reynolds, McAfee, and Thompson are members of the Northern Church and the others of the Southern Church. President Claggett is devoting his entire time to the work and has been quite successful in procuring subscriptions. Among them Mr. S. S. Childs, of New York, subscribes \$5,000, and has been elected one of the trustees. So far about one-third of the \$100,000 required to be raised before a site for the university is selected has been subscribed, and the projectors of the enterprise are confident of success.

DANIEL BAKER COLLEGE.

This institution, which is located at Brownwood, and was named in honor of the great pioneer of the Presbyterian Church in Texas, who so zealously labored for the establishment of Austin College at Sherman, was opened to students in 1889. The founder was Rev. B. T. McClelland. The principal donors were M. J. Coggin and S. R. Coggin, who jointly donated the ground and most of the money for the college buildings. Brooke Smith and Harry Ford also donated money for it. J. C. Weakly contributed work and material, and a large number of Brownwood citizens contributed according to their means to the success of the enterprise. The main building cost \$30,000, the boarding hall \$3,800, and the grounds, buildings, apparatus, furniture, library cabinet, etc., are estimated to be worth \$45,000. Dr. McClelland, its first and only president, still occupies that position and has made the school popular and successful.

STUART SEMINARY.

This institution was established in 1858, at Gay Hill, Washington County, Tex., by the Rev. J. W. Miller, D. D., who was ably and

faithfully assisted by Mrs. R. K. Red. The institution was then known as Live Oak Seminary. In 1876 the school was moved to Austin, where a handsome stone building was erected, and the institution continued to prosper under the management of Mrs. Red, until her death in 1886. From 1886 to 1888 the school was continued with Miss Lel Red as principal. In 1888 Rev. J. M. Purcell was elected president of the institution. In 1893 another large three-story brick building was erected in addition to other improvements.

The founders of this school devoted their lives to the enterprise. The education of woman was with them a labor of love, and the institution is a monument of usefulness in intelligence, refinement, and culture springing from the grateful hearts of the young women who have graced its halls and year by year have gone forth from its academic walks into the practical activities of life among the masses of the people of Texas.

The property of the school is valued at \$20,000.

AUSTIN SCHOOL OF THEOLOGY.

This school was an individual enterprise of Rev. Dr. R. K. Smoot, pastor of the Southern Presbyterian Church at Austin. It was put into operation by him about twenty years ago, and continued till 1895, when its work was suspended temporarily on account of Dr. Smoot's bad health, which has since been restored. Rev. Dr. R. L. Dabney, while a professor of the University of Texas, assisted some years in the work. Dr. Smoot's object in having the school at Austin was to afford the students the advantages of academic instruction in the university, while pursuing their theological course. It has a library of about 3,000 volumes, and property of some \$12,000 in value in possession, and some \$30,000 in value in grounds and buildings in contemplation.

TRINITY UNIVERSITY.

Soon after the close of the war between the States the felt need of an educational institution of high order began to move the members of the Cumberland Presbyterian Church in Texas. The church in this State was then organized into three synods, known as the Texas, the Brazos, and the Colorado. These were moved in 1866, at their fall annual meeting, to appoint a joint committee to consider the question of immediately establishing such an institution. A little over a year elapsed before the committee saw its way clear to take active steps in the matter.

In December, 1867, therefore, the committee, composed of members from each of the synods, held its first meeting in Dallas, Tex. A report was made to the synods to the effect that the way seemed open

and the proposition a practical one for the establishment of the desired school. It was recommended that bids for the location be opened, and that no place be considered offering a bonus of less than \$25,000. The report was concurred in by each synod and the recommendation adopted, and another joint committee was appointed to select the location and to take the necessary steps for starting the institution into active operation.

Four places—Dallas, Waxahachie, Round Rock, and Tehuacana—each having raised the prescribed bonus, solicited the location. The committee visited each place and faithfully considered its respective advantages, deciding at length upon Tehuacana, Limestone County. This meeting of the committee at which final action was taken fixing the location was held at Waco April 20, 1869. As it was in mind to lay a broad foundation and that the institution should in the end be a university, the committee unanimously decided upon "Trinity University" as the name of the institution.

The committee reported its action to the synods, with the recommendation that each synod appoint three trustees—Texas Synod the first three, Brazos the second, and Colorado the third, making a board of nine trustees for the institution. Vacancies occurring from time to time were to be filled by the respective synods in the same order. It was recommended also that the synods raise an annual sum of \$4,000 for five years to aid in employing professors, after which it was hoped that the tuition fees and the interest on accumulated endowment would be sufficient to run the school. The report of the committee was concurred in, and the recommendations were adopted. A building was improvised, a faculty selected, and the institution began operations in September, 1869.

The first board of trustees consisted of the following gentlemen, all members of the Cumberland Presbyterian Church: James M. Love, D. M. Prendergast, Isaac H. Roberts, J. H. Bell, Dr. J. S. Wills, H. A. Boyd, D. R. Oliphant, S. B. Campbell, and M. M. Burgess. The Rev. Dr. T. B. Wilson was first elected as president of the university, but before the opening of the first session, he finding it necessary to decline to act, the Rev. W. E. Beeson, D. D., was elected president and professor of mental and moral sciences. Rev. W. P. Gillespie, A. M., was appointed professor of ancient languages and literature. S. Doak Lowry, A. M., Mrs. M. Kate Gillespie, and Mrs. M. E. Beeson were appointed assistant teachers.

The institution was coeducational from the start. The departments of literature and music alone were represented the first year. At the beginning of the second year, 1870-71, a commercial department was added and the corps of instructors increased by the election of Prof. D. A. Quaitte to the chair of rhetoric and belles-lettres; William Hud-

The academy is situated in a commanding position on Government Hill, overlooking the city of San Antonio, on grounds adjoining the United States military post.

In addition to the handsome and commodious building in which the school was opened, the growth of the institution made it necessary to erect another similar building for schoolrooms and dormitory within five months from the opening of the academy. The third building was opened for use in September, 1895. During the same school year a gymnasium, 70 by 24 feet, was completed, chiefly by the efforts of the cadets and a few of their friends. In September, 1896, still another building was occupied for school work, thus making a group of five buildings well adapted for the purposes intended.

The thoroughness of the instruction which the academy offers is recognized by well-known higher institutions of learning. The certificate of the academy is now accepted, instead of entrance examinations, by the University of the South, at Sewanee, Tenn.; the University of Missouri; Hobart College, New York; Kenyon College, Ohio; Purdue and De Pauw universities, Indiana, and the University of Texas.

The registry is represented by students from Arizona, California, Louisiana, New York, New Mexico, Mississippi, Oklahoma, Texas, and Mexico. Rev. Allan L. Burleson is the present rector of the academy.

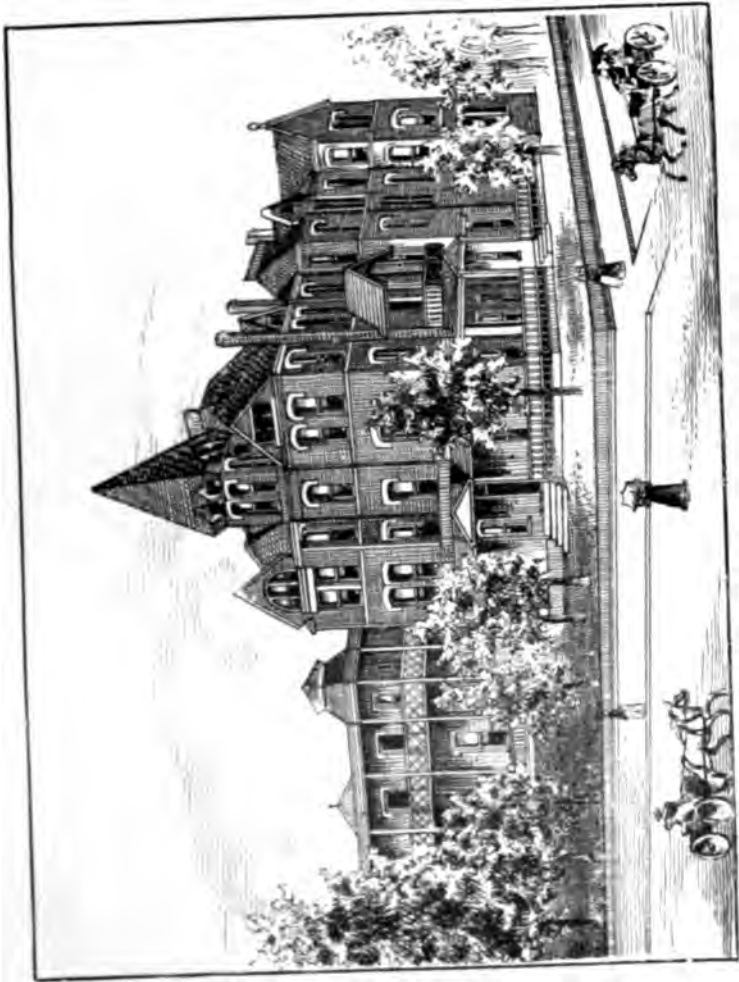
GRACE HALL AT AUSTIN.

This is an institution founded in Austin in 1897 by the Right Rev. G. H. Kinsolving, bishop of Texas. It is in the nature of a "church house and school for young ladies" attending the university of Texas and is in charge of Mrs. J. M. Leizewitz, as matron, and under the general oversight and direction of the bishop. It is notable as an altruistic conception of the bishop, having regard to its benefits for girl students generally, whether of his own church or others, or no denomination, and in that respect is a liberal church movement. The wisdom of the movement is that it takes practical advantage of the valuable equipment and instruction of the State University to build up a church home school supplementary to the university without the church incurring the expense of such instruction and equipment, and by directing its moral influence in that way the school is not only an effective church adjunct, but a most desirable annex to the university—such, in fact, as might well be established by other churches.

The equipment extends to all that goes to make school life a church home life, regulated and guided by Christian discipline and supervision. The teaching in the hall embraces music, art, and other departments of education and culture not taught in the university, and seeks to supplement in every way needed the best scientific and literary training to be had in the State.



ST. MARY'S HALL, SAN ANTONIO.



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The thoroughness of the instruction which the academy offers is recognized by well-known higher institutions of learning. The certificate of the academy is now accepted, instead of entrance examinations, by the University of the South, at Sewanee, Tenn.; the University of Missouri; Hobart College, New York; Kenyon College, Ohio; Purdue and De Pauw universities, Indiana, and the University of Texas.

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The equipment extends to all that goes to make school life a church home life, regulated and guided by Christian discipline and supervision. The teaching in the hall embraces music, art, and other departments of education and culture not taught in the university, and seeks to supplement in every way needed the best scientific and literary training to be had in the State.



ST. MARY'S HALL, SAN ANTONIO.

11

There are 26 young ladies in the hall, which is the full number the present building can accommodate. On the same grounds a handsome college chapel is now in process of erection. When completed the entire group of buildings, including the Episcopal residence, will cost about \$100,000.

ST. MARY'S HALL, SAN ANTONIO.

This is the title of an Episcopal female college founded in San Antonio, and the pioneer Protestant institution in that city for the education of young women. It was as early as 1865 that, through the instrumentality of Bishop Alexander Gregg, a small school was opened and placed in charge of Rev. Joseph J. Nicholson. A generous gift of \$10,000 from the late John D. Wolfe enabled the bishop to erect the building known as Wolfe Hall, and the school, as narrated in a sketch of it by Miss Florence Wasson—

seemed to be firmly established, only wanting time and patience to bring its noblest fruition. But alas! the breaking out of cholera in 1866 was the signal for the dispersion of the school, and the subsequent failure of the health of Mr. Wagner, then in charge, rendered it impracticable to reopen the school after the epidemic subsided. In 1875 the Right Rev. R. W. B. Elliott was consecrated missionary bishop of western Texas, and very early in his episcopate evinced a deep interest in the subject of Christian education, and urged the matter upon the attention of the churchmen of western Texas. But before the church was able to take any steps to carry out Bishop Elliott's recommendations, Miss Philippa Stevenson, in May, 1879, began a private school for girls with every element of Christian influence that a private enterprise could exert, and this was really the nucleus around which the present Episcopal female college formed. Just at this period Bishop Elliott, feeling the time for the establishment of St. Mary's Hall was at hand, approached Miss Stevenson on the subject, and in September, 1880, she was formally installed as its principal.

With a gift of \$3,000 from Miss Catharine L. Wolfe, daughter of Mr. John Wolfe, Bishop Elliott repaired and improved Wolfe Hall, and paid off a mortgage on it, thus restoring the building to the original purpose of its founders. It is a large two-story stone edifice, especially adapted to a Southern climate, having a south and east exposure. Large grounds, shaded by trees, enhance its substantial beauty, as it stands *baso-rilievo* against the rich green background of woodland growth. Connected with this building by a corridor is the boarding department, a beautiful and commodious brick structure costing \$17,500, built in 1890 as a memorial to Bishop Elliott. On the second floor is Gray Memorial Chapel, furnished by the widow of the late Rev. George Z. Gray. A stained glass chancel window was contributed by the alumne in memory of Miss Stephenson. Following her, the successive principals of the school were Miss M. A. Dade, Dr. John G. Mulholland, and the incumbent, Rev. Wallace Carnahan.

The purpose of St. Mary's Hall is to produce a symmetrical womanhood of the highest type. Not only is the utmost care taken for the

health and development of the body and the highest culture of the mind, but the spiritual nature is guarded and trained as the crowning work of a true education; nor is the cultivation of elegant manners as an element of womanly influence neglected. As Bishop Johnston has said of it:

Many a household and community will always be different from what it would have been, more refined, more cultivated, more influenced by high ideals of right living, because of the silent work of character building along the lines of church teaching which has gone on in this Christian school for these eighteen years.

The value of the property of the school is about \$40,000.

ST. MARY'S COLLEGE, DALLAS.

This college, which is conducted under the auspices of the Protestant Episcopal Church, was founded by the Right Rev. Alexander C. Garrett, D. D., missionary bishop of northern Texas, which has now become the diocese of Dallas.

Ground for the foundation of the college was broken September 10, 1884, and the school was opened September 10, 1889, with Miss Nannie Warden as principal, who served one year. In September, 1890, Miss Maria K. Torbert was appointed principal by the bishop, and the college has continued under her efficient care to the present time. The money invested for the establishment of the institution was raised by Bishop Garrett from many people. The college has no endowment fund, but the value of the property is estimated at \$100,000.

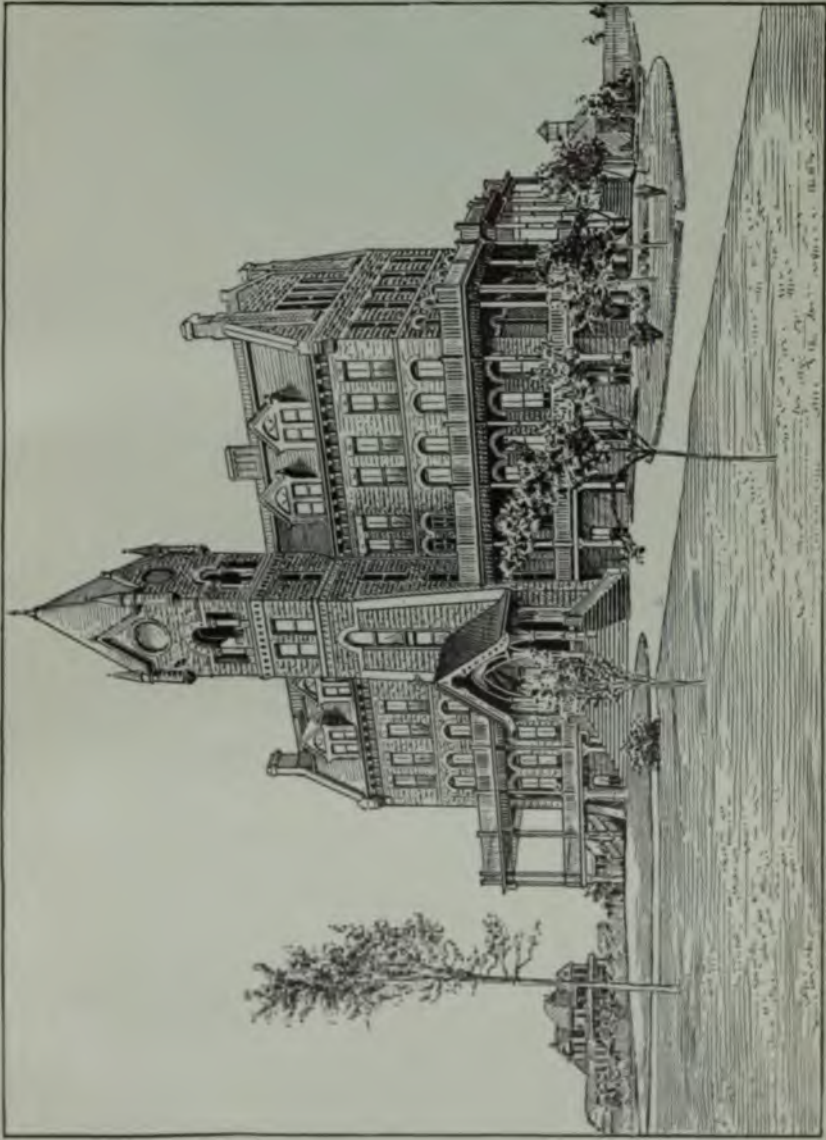
The school has a large attendance of young ladies, some of them from other States.

A new building, Graff Hall, has recently been erected in memory of Mrs. Elizabeth M. Graff, of Philadelphia, who was a generous friend of the college. It affords greatly improved facilities for the study of music and the fine arts.

The degree of M. A. is conferred upon those who, having completed the prescribed course for the degree of B. A., can also pass examinations in the electives set down therein.

The degree of B. S. is conferred upon those who, having completed the prescribed course for the degree of B. A., can also pass the necessary examinations in German and in advanced work in the natural sciences (four electives required) astronomy, chemistry, physics, geology, general biology, botany, zoology, physiology, and physiography.

The religious instruction is in charge of the bishop of Dallas, who will meet the students at stated times for special instruction, and under his direction there is systematic study of the Holy Scriptures and church history.



ST. MARY'S COLLEGE, DALLAS.

charter was obtained under the name of Add-Ran Christain University, and a new board of trustees elected. Hon. J. J. Jarvis, of Fort Worth, was elected president of the board of trustees. He at once began the work of erecting a new and large addition to the buildings. This he put up principally at his own expense. This addition, a four-story stone, with seven good rooms, is known as the "Jarvis Building."

The name Add-Ran, it will be noticed, is a combination from the given names of the Clark brothers.

The institution was originally located as a college at Thorp Spring, but a few years ago was removed to Waco, "the central city" of Texas. It has succeeded to some indebtedness from the college, which is not likely to be increased, but rather decreased, as the interest is kept paid, and as a university its affairs are being conducted on a money-saving basis. The proceeds of the Thorp Spring property are used to reduce the college debt. In their report the trustees state:

About \$4,000 of new pledges have been secured—more than enough to pay interest on our debts. We have bequests amounting to about \$25,000, and counting the Bible chair subscriptions we have about \$20,000 in pledges. Our lots and salable lands are valued at about \$10,000. About \$4,000 has been paid on the Bible chair pledges; this has been loaned to the university, for which 10 per cent interest is paid, for the furtherance of the Bible department. Our Waco buildings, furniture, and campus are valued at \$120,000; the property at Thorp Spring cost about \$60,000. Our entire indebtedness, including that at Thorp Spring and what we owe the Bible college, is about \$30,000. It is our purpose to collect pledges and sell our lands and pay off as rapidly as possible these debts.

An industrial school and a military school are new features of the institution. There are post-graduate courses in philosophy, political science and sociology, pedagogy, history, physics, mathematics, German language and literature, Greek language and literature, and Latin language and literature. Under Chancellor James W. Lowber, since regent of the post-graduate department, the post-graduate courses were greatly enlarged so as to add many of the subjects named. That it is appreciated is evidenced by the fact that graduates are increasing in that department.

The institution has an average attendance of about 400 students. Addison Clark, LL. D., is now the president, and J. B. Sweeney, A. M., Ph. D., chancellor of the university.

CARR-BURDETTE COLLEGE.

The origin of this college, as related by Mrs. O. A. Carr, who with her husband were its founders, is a lesson in educational enterprise. Many years ago, as she states:

After a long and arduous term of labor as adjunct professor of English and principal of the ladies department of the University of Missouri, my nervous system broke down and I was compelled to suspend my work. About this time Mr. Carr was called to preach for the First Christian Church, at Springfield, Mo., and believ-

TEXAS MILITARY INSTITUTE.

This institution was first opened in Bastrop, by Col. John G. James, under the name of the Bastrop Military Institute, but was moved to Austin under the present name June 10, 1870, and remained in operation there till June, 1879. In September, 1897, the school was reopened at Llano in its present buildings and under its present management. At Austin it had over 100 students with every prospect of continued success, when its collapse resulted from the State establishing the Agricultural and Mechanical College at Bryan, with the military feature and the advantage of free tuition. Colonel James, who, with his brother, F. W. James, founded the institute at Bastrop, and was its superintendent from its inception, was subsequently elected president of the college at Bryan.

The site of the school at Austin, on which still stands the main institute building, an imposing castellated structure, is on an elevated plateau of some 30 acres of ground purchased from Mr. James H. Raymond, and as now embraced in the city's limits is very valuable. This property has passed into private hands. The Centenary College plant at Lampasas was offered for the reestablishment of the institute but was not deemed so eligible as the outfit at Llano, embracing 18 acres of land and the use of suitable buildings.

The institute is not strictly a sectarian school, being patronized by all denominations, but the main promoters in establishing it were prominent men of the Episcopal Church, among them Col. E. J. Massey, Col. C. F. Austin, Capt. A. N. Leitnaker, and the president, Rev. Charles P. Dorset. Bishop Kinsolving and Rector T. B. Lee, of Austin, have also warmly befriended the enterprise. The attendance of students at its rebirth was small, but the matriculates have materially increased each session.

Following is the organization of government of the school: President, Rev. C. P. Dorset; chief of staff, Col. C. F. Austin; commandant, Maj. P. B. Bittle; treasurer, Capt. A. N. Leitnaker, Austin, Tex.

The main building was erected and furnished for a first-class hotel, and was for five years used as such. It is built of brick and red granite, is 150 feet long by 100 feet in width and three full stories in height. It has also an annex 40 feet square, which is used as a kitchen and power house.

The gymnasium and armory, situated across the street from the main building, is a building 60 by 120 feet, well constructed of brick and blue granite. It affords an abundance of room for all general gatherings, amusements, military calisthenics, and indoor drill. A staircase at each end leads to a broad inside gallery which affords abundant accommodation for spectators.

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OTHER CHURCH SCHOOLS.

Central College, at Sulphur Springs, was chartered in 1888, under direction of the Methodist Episcopal Church, South. Rev. J. W. Adkisson was the first and J. J. Squires is the present principal. The attendance of students ranges from 150 to 200. Value of property, \$20,000.

Centenary College, at Lampasas, was chartered in 1884 under the auspices of the Methodist Episcopal Church, South. Revs. Marshall McIlhany and Henry A. Hayes were the successive principals. It ceased operations some years ago, and the property was offered, but not accepted, for the Texas Military Institute, since located at Llano. It consists of two three-story frame buildings, each 60 by 100 feet, and 40 acres of ground.

Granbury College, at Granbury, was chartered by the Methodist Episcopal Church, South, in 1873. The first principal was Rev. W. P. Wilson, the incumbent is Prof. E. P. Williams. Attendance of students about 150. Value of property, \$15,000.

Simmons College, at Abilene, was chartered as a Baptist institution in 1891. It has about 100 students. Rev. W. C. Friley was the first and George O. Thacher is the incumbent principal. Value of property, \$25,000.

Carlton College, at Bonham, is a female school operated under the influences of the Christian Church since 1867. It has an attendance of over 100 students and property valued at about \$10,000.

Chapel Hill Female College, at Chapel Hill, was chartered in 1851 as a Methodist school. The principal is Rev. S. M. Godbey, and it has an attendance of about 100 students. Value of property, \$12,000. An act has been introduced in the legislature to consolidate it and the property of the old Soule University, under the name of the Chapel Hill Female College.

Glen Rose Collegiate Institute, at Glen Rose, was chartered in 1889, under the direction of the Presbyterian Church. It has an attendance of about 200 students. Prof. W. A. Bolles was the first and Prof. O. E. Arbuckle is the present principal. Value of property, about \$10,000.

Northwest Texas Baptist College, at Decatur, was first operated under its charter in 1893. A. J. Emerson was the first and is still the president of the college. The attendance of students ranges from about 150 to 200. Value of the property, about \$40,000.

CATHOLIC INSTITUTIONS.

The diocese of San Antonio (Diocesis Sancti Antonii) is the most interesting in the history of the Catholic Church in Texas. The missions, as constructed by the Jesuits for the joint purposes of churches,

schools, habitations, and fortifications, all combined in each structure, still exist in their outlines as so many lasting monuments of the annals and achievements of the Church, begun more than two centuries ago, in the work of civilization and Christianization of the Indians. That they were not more successful is no fault in their zeal and labor and great sacrifices in behalf of a heathen and barbarous people. As a writer of the history of the Church has expressed it—

One is amazed as he views the massive structures and the crumbling ruins which constitute the celebrated Texas Franciscan missions. We look in vain elsewhere within the limits of the United States and of Canada for buildings of such peculiar architecture. New England has nothing equal to them to commemorate the passing of the Pilgrim and the Puritan. The battlements, round towers, and odd buildings of Quebec and Montreal fall almost into insignificance when compared with the churches and monasteries of the Franciscan friars in Texas. And naught but a great spirit of self-sacrifice could have erected to the living God piles of such enduring nature.

Hardly less remarkable are the great acequias, and reservoirs connected by them with the hundreds of magnificent springs which form the unending source of the beautiful river which rises near the city. These primitive but remarkable aqueducts, and the missions—all the work, doubtless, of the converted Indians, as directed by the engineering skill of the Franciscans—constitute San Antonio one of the quaintest, as it certainly is one of the most picturesque and interesting, cities in the whole country. It was, indeed, an ideal spot for the work for which it was selected by the missionaries, and naturally its selection has made it the nucleus, as a great inspiring center, for the continuous work of the Church, including the establishment of educational as well as church institutions, which, with the Catholics especially, go hand in hand from the parochial schools to the higher means of education.

ST. MARY'S COLLEGE, AT SAN ANTONIO.

This well-established institution of learning of the Catholic Church was founded in 1852 in San Antonio, and numbers among its graduates thousands of good men in all sections of Texas and Mexico. As claimed in an authorized publication of the Church—

Its history, like that of most of the Catholic institutions of the country, is one of humble beginning and gradual development under the protection of Providence, amid trials and sacrifices, unaided by State or private help, to a position of educational equality with other similar institutions which flourish through encouragement by generous donations and munificent endowments.

How Bishop Odin and others finally accomplished its establishment, after great efforts and sacrifices, is most interestingly recited in the publication referred to, and so instructively as to the difficulties of such undertakings as to invite reproduction here of much of the narrative as an illustration generally of such experiences in behalf of the

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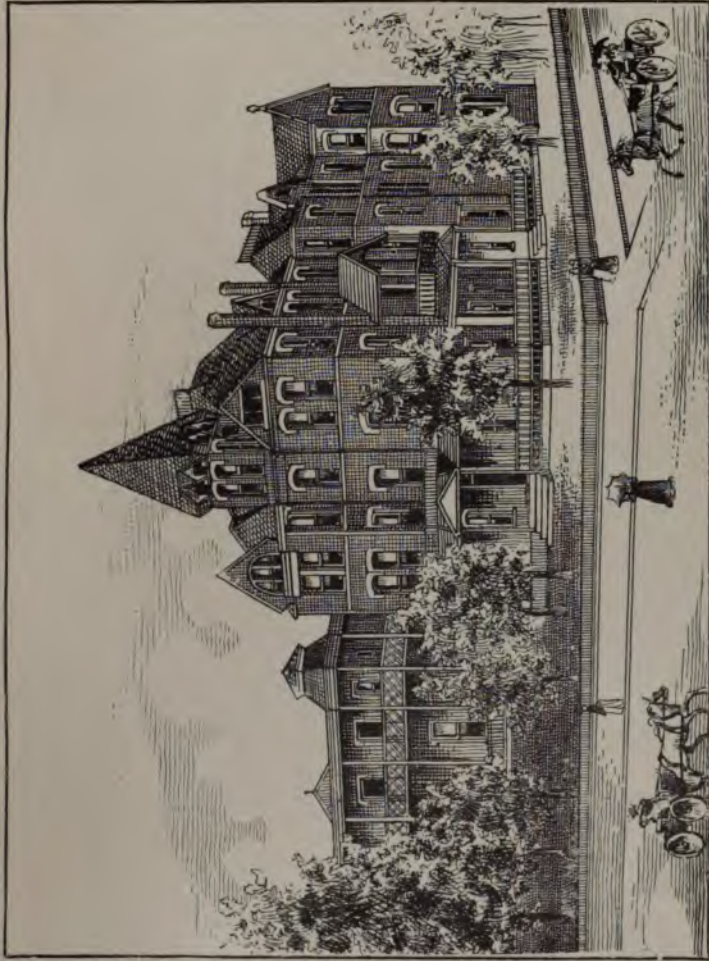
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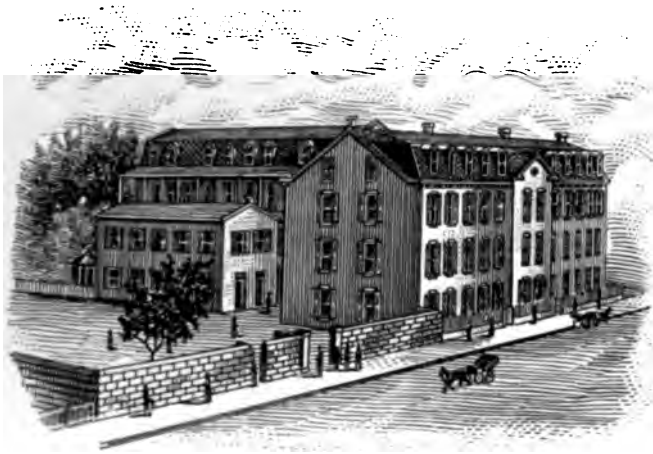
Church. The book from which the writer has gleaned most of the other information as to the Catholic schools in the State is a compilation of church history recently published by Carrico & Bowen, of San Antonio. The narrative as to St. Mary's College is as follows:

It was early in the year 1852 that the Rt. Rev. J. M. Odin, of saintly memory, undertook a fatiguing journey to France to solicit missionary aid for his extensive diocese, which then embraced nearly the whole of Texas. Brothers Nicholas, Koenig, Lineaux, and Mauclere were placed at his disposal. In May, 1852, they arrived in San Antonio, and without delay entered upon their new career. They applied to the Reverend Calvo, a Lazarist father, who then ministered to the only Catholic parish in the city. The reverend father accorded them every mark of interest and courtesy, treated them hospitably, and aided them in their preparations to open a school. This school was located on the west side of Military Plaza, where some years later Mr. Guerguin conducted his well-known Monte Pio. A room was rented on the second floor of a livery stable, crude school furniture improvised, and in September of the same year a boarding and day school was opened under the name of "St. Mary's School." This nucleus of the present St. Mary's College was taught by Brother Edel, director, assisted by Brothers Koenig and Lineaux, Mr. O'Neil, and a novice of the order, who, however, died before the close of the year. Among the first boarders were Mr. Doyle, who soon afterwards became associated with the school as an instructor; John and William Wallace, the former of whom also was later connected with the school as a teacher, and subsequently joined the Confederate army. R. and G. Pereida and the Flores brothers are remembered to have attended at this time as day scholars. The community of brothers and boarders resided in an humble adobe house at the corner of South Laredo and West Commerce streets.

The visible blessing of God accompanied the labors of the brothers, as was seen by the liberal patronage accorded the school; in fact, the increase of boarders and the attendance of day scholars were so encouraging that soon after the opening of the second session it was evident that more ample accommodations would be required. Accordingly, in November, 1853, the school and residence, which till then had been separate, were joined and transferred to the present site of the institution—the original building, a stone structure, 60 by 80 feet, and two stories high, now forming the central part of the enlarged building fronting College street, then known as Water street. At the close of the session of 1854-55 the attendance of the school was 150 pupils, 40 of whom were boarders.

About this time the genial Mr. Boyle became connected with the growing institution. He is fondly remembered by his fellow-teachers and the old pupils for his devotedness and his ability as an instructor. Rev. Father Sped, also an energetic priest of the diocese, who had come to this country with Rev. Parisot, O. M. I., took an active interest in the school about this time by volunteering his time and services in teaching. In consequence of this increase in the corps of teachers and the systematic instruction, the improvement of gradation in studies and proper classification of pupils were made possible, and the object of the brothers to elevate the standard of the school to the rank of a college could gradually be accomplished. When, in 1859, Brother J. Moore, a thorough scholar and an accomplished educator, became connected with the school, its ascendancy received an additional impetus. It was about this time that James and Bryan Callaghan, Anton Adam, B. Manermann, H. Elmendorf, C. J. Keane, A. Biesenbach, A. and E. Steves, and others who afterwards attained recognition in administrative positions or became prominent citizens of San Antonio, attended St. Mary's.

Brother Edel, whose untiring energy was the mainspring in this gratifying progress of the school, prudently foresaw the future possibilities, and took measures for



ST. MARY'S COLLEGE, SAN ANTONIO.

increased accommodations. A spacious kitchen, a dining room, and storerooms were annexed. These were substantially built of lime rock found in the quarries north of the city. The material is soft and white when quarried, but by exposure to the atmosphere becomes somewhat dark and considerably harder. At that period it was almost exclusively employed in San Antonio as a building material in the erection of large edifices.

Now came the war, and with it general depression in the South, affecting all departments of industry and trade, and school interests as well. Much difficulty was often experienced in procuring food and school materials. However, teachers were exempt from conscription, and when San Antonio was under martial law, with General Beo commanding, the school enjoyed certain privileges.

In 1866 Brother Edel, on account of declining health, was retired, at his request, from the arduous cares of the directorship, and Brother Charles Francis was appointed his successor. Shortly after the opening of the session in the fall of 1866 San Antonio was visited by the cholera. The municipal authorities ordered all public and private schools to be closed indefinitely. The day scholars were accordingly dismissed from St. Mary's, but the boarders remained, and instruction was regularly continued for them. The epidemic was quite virulent and fatal, the death rate frequently reaching 90 victims per day. By the prompt and rigid enforcement of sanitary measures, and the regulation of diet, under the direction of Dr. Cupples, who acted in the capacity of physician to St. Mary's, the school enjoyed immunity from the scourge, there being, during its entire continuance of two months, only one pupil who suffered a slight prostration—the son of General Escobeda. After the expiration of six weeks the schools were reopened, and from this period St. Mary's enjoyed an interval of long-continued prosperity, with a constantly increasing patronage. Bishop Pellicer took great interest in the school and gave it liberal encouragement.

In the fall of 1874 San Antonio became the see of a bishop. Episcopal residence being the rectory of St. Mary's Church, his lordship Bishop Pellicer soon became intimate with the brothers. He took great interest in the well-being of the school, gave it liberal encouragement, and frequently associated with the brothers in conversation and recreation.

In 1875 it was again found necessary to make additions to the buildings. The visit of the Very Rev. Joseph Simler, who was commissioned by the general administration of the order as visitor extraordinary to the American province, greatly aided the expedition of the new and extensive constructions, and, in fact, in modernizing the whole situation. The very reverend visitor took an absorbing interest in the progress of the school, gave wise suggestions for the improvement of the department of instruction, and caused the institution of the sodalities of the Immaculate Conception and the Holy Angels, of which F. J. Bowen and F. Corbett were, respectively, the first presidents. He further obtained all necessary authorization to erect a three-story building to contain class rooms, dormitories, an exhibition hall, infirmary, dining halls, etc. The work was begun without delay and completed during the session of 1876-77. No railroad had up to this period reached San Antonio; hence considerable delay was experienced in obtaining the building material, the main portion of which came from Mobile, Ala., being transported to the city from Galveston by mule and ox trains. The arrival of this old-fashioned wagon train, consisting of about 20 wagons, each drawn by a dozen mules or as many oxen, and a reserve drove of the animals, encamping on the college grounds, presented a novel appearance. Previous to the advent of railroads this primitive caravan method of transportation was a familiar sight in this section of the country, while passenger travel was carried on by means of the stagecoach. There was, of course, less expedition in those days in leaving college after commencement day than there is at present. It frequently required several weeks before pupils could make favorable connections;

hence they left very gradually, and ordinarily from 15 to 25, living in distant parts of the State or Mexico, were retained at the school during vacation.

In 1877, the Galveston, Harrisburg and San Antonio Railroad having reached the "Alamo City," the influence of the improvement in travel was soon felt at the school by an increased influx of boarding pupils. Intercourse with the mother house, in Ohio, also became more frequent. A number of brothers were regularly sent to the North for the annual retreat; others came to replace these, and the benefit accruing to the school by contact with Northern customs and methods soon became evident. The inspector of schools, who heretofore came to San Antonio at intervals of several years only, was now enabled to make annual visits.

In 1881 Brother Charles Francis, who had successfully governed the school through a trying period extending over fifteen successive years, in the course of which time it was fully transformed and chartered as a college during his administration, was succeeded by Rev. Francis Feith, whose administrative qualities had been satisfactorily proven during his directorship at St. Mary's College, Dayton, Ohio. Rev. Feith's career was especially characterized by a paternal solicitude for the well-being of the faculty and pupils. His unobtrusive labors, affability, and gentleness of manner gained him the esteem, love, and confidence of all with whom his labors brought him in contact. It was during his administration that the movement to transfer the boarding department to the suburbs of the city began to receive serious consideration. Situated in the center of the city, St. Mary's was now becoming surrounded by large edifices; the annoyances and distractions incident to a thriving metropolis were seriously felt; the accommodations in the buildings and on the premises were inadequate, and hence it was deemed opportune to erect a new boarding school. The movement obtained an additional impetus when the Very Rev. L. Beck became provincial of the Brothers of Mary in America. His practical knowledge of architecture and finances qualified him to undertake this work, which, in his hands and under his personal direction, has resulted in the erection of a boarding school commensurate in proportion and completeness with the best modern institutions of its kind in the State.

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ST. LOUIS COLLEGE, SAN ANTONIO.





ST. EDWARD'S COLLEGE, MAIN BUILDING, AUSTIN,



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The institution, provided with all modern improvements for health and comfort, occupies a commanding position on a plateau 150 feet above the city. The college property contains 75 acres of land, furnishing ample space for outdoor exercise.

The aim of St. Louis College is to impart a Christian education. The curriculum comprises a complete course of collegiate studies, a thorough commercial training, ancient and modern languages, typewriting, shorthand, telegraphy, music, and art in all their departments.

The attendance is from all parts of Texas, Mexico, and the North. The institution has a capacity for 150 pupils, the personnel at present consisting of 22 brothers and 80 boarders and day scholars. It is an incorporated institution, having power to confer all the degrees usually conferred by colleges.

ST. EDWARD'S COLLEGE, AUSTIN.

Like most of the prominent educational institutions of this country and Europe, St. Edward's sprang from an humble beginning, and has attained a phenomenal growth by gradual and natural expansion. It successfully filled a want and has been appreciated accordingly. The aim of the institution from the start was simple and practical, to give students a thorough business and moral training, to form their character, to develop a well-balanced mind in a sound body; in a word, to prepare them for success in life and to make them Christian gentlemen.

The college was founded and conducted by members of the congregation of the Holy Cross from the University of Notre Dame, Indiana. A small school, which was placed under the direction of Rev. Daniel J. Spillard, was opened in 1881, at the instance of Mrs. Mary Doyle, owner of the property on which the schoolhouse was built.

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URSULINE ACADEMY (SOUTH VIEW), GALVESTON.

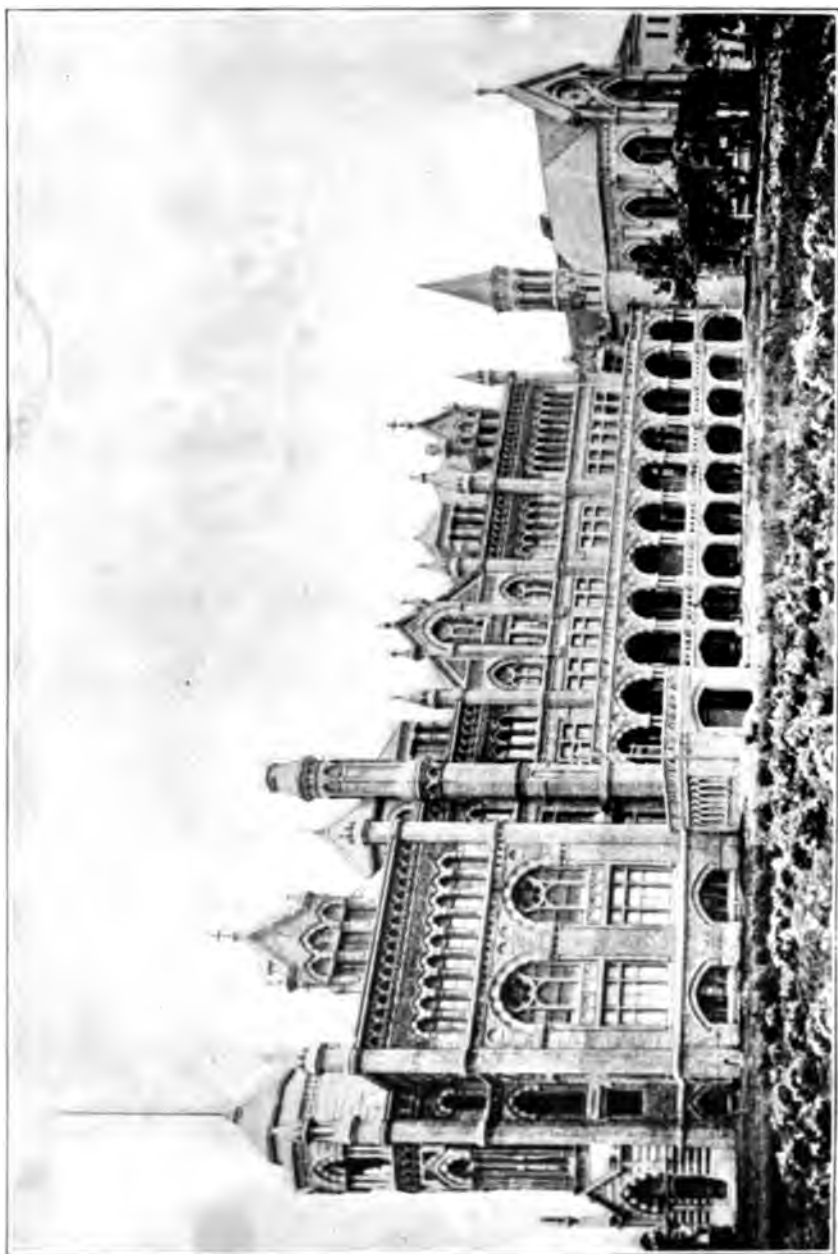
In her will Mrs. Doyle bequeathed about 400 acres of land on condition that a college be erected and kept open on that property or on the 100 acres adjoining, and the latter accordingly was purchased as the site for the college at \$50 an acre.

The attendance of students gradually increased, and in 1883 and 1884 the buildings were enlarged by the Rev. P. J. Franciscus, who succeeded Rev. Father Spillard in the management of the school. In 1885 a college charter was granted by the legislature empowering St. Edward's College to confer degrees in arts, literature, science, and letters, and in 1886 the Rev. P. J. Hurth, C. S. C. (since Bishop Hurth), who until then had been vice-president and director of studies, succeeded Rev. Father Franciscus as president, with Rev. John B. Scheier, C. S. C., as vice-president and prefect of discipline, and the Rev. William Ollmert, C. S. C., as director of studies.

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The new building is of white limestone, broken ashler, four stories high, with slated roof. The style is modern Gothic. Two wings, at right angles with the center building, and a projecting central tower for the main stairway, give the general outline of the letter E. The central building, 180 feet long by 66 feet wide, with the wings 85 by 50, give a total frontage of 280 feet and a depth of 84 feet, and, as lately completed, cost \$85,000.

Other improvements have been gradually introduced as circumstances permitted. Notwithstanding the financial stringency during the past years, an artesian well has been bored (2,053 feet in depth); a gymnasium hall, 100 by 40 feet, and two stories high, has been erected; complete sets of physical and chemical apparatus have been purchased; two reading rooms have been set apart and furnished for the use of the students; the entire main building has been heated by steam, supplied with water from the artesian well, and furnished through



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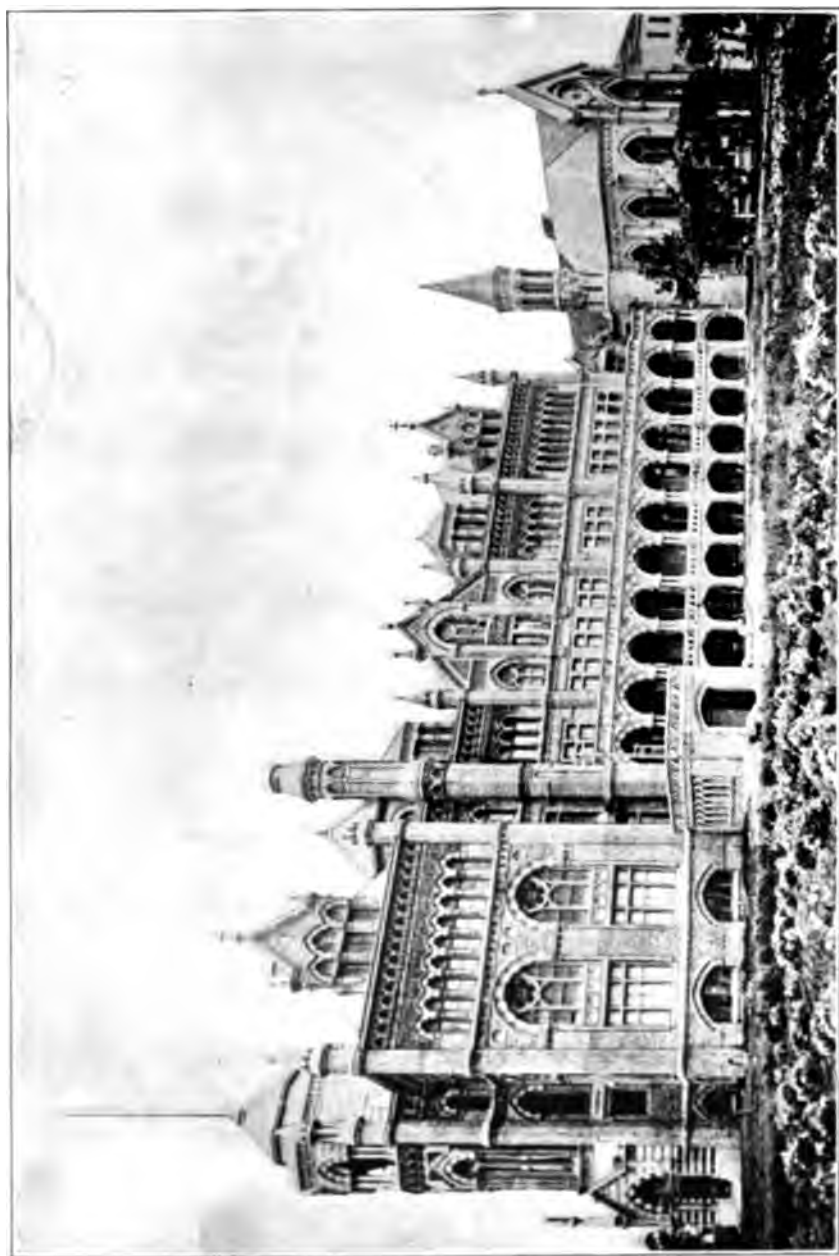
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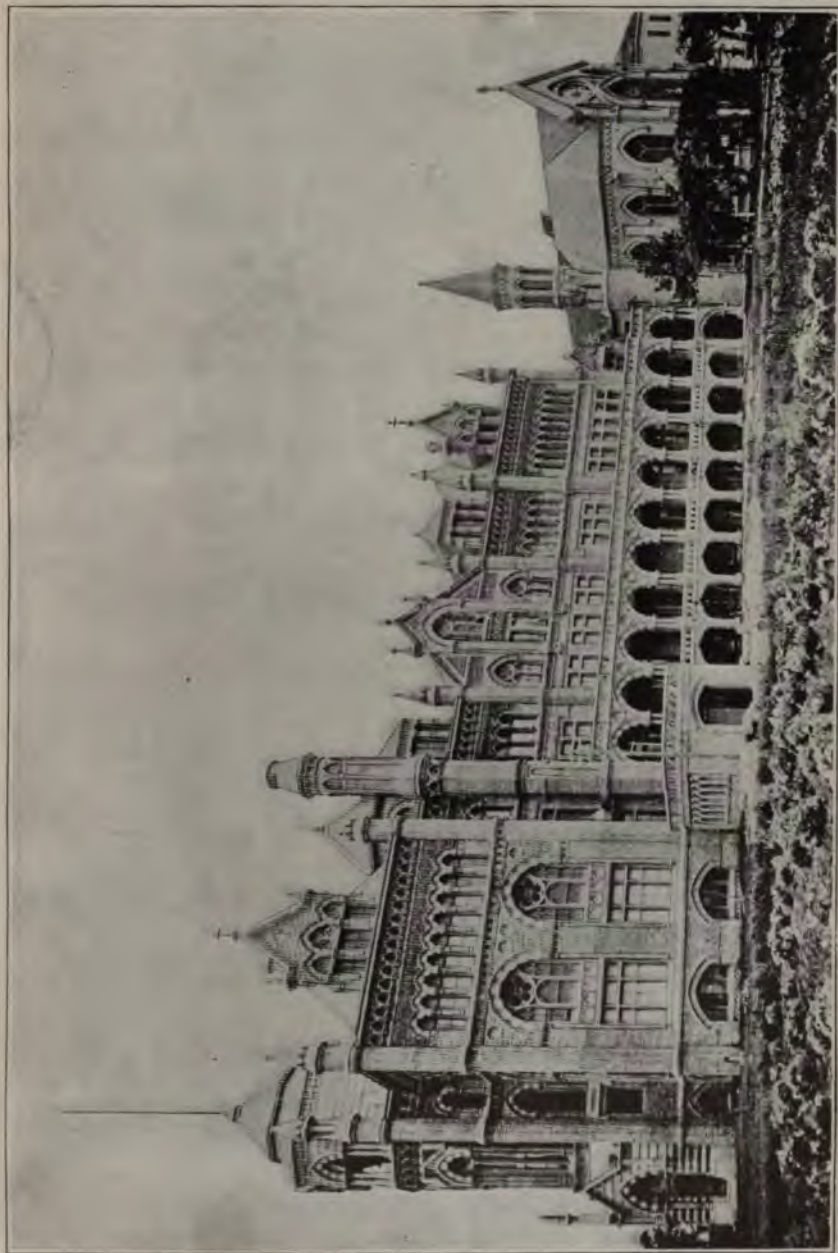
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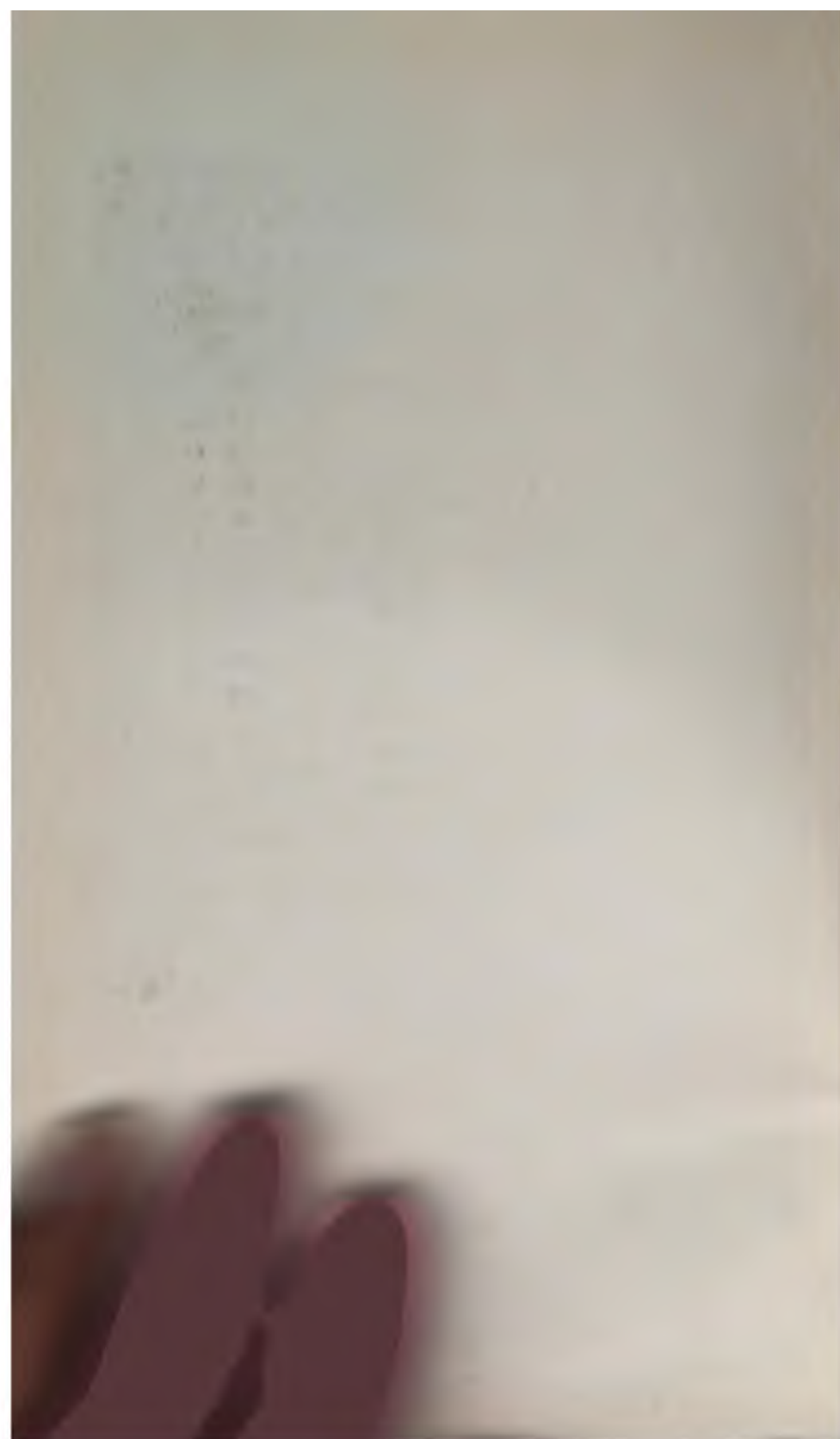
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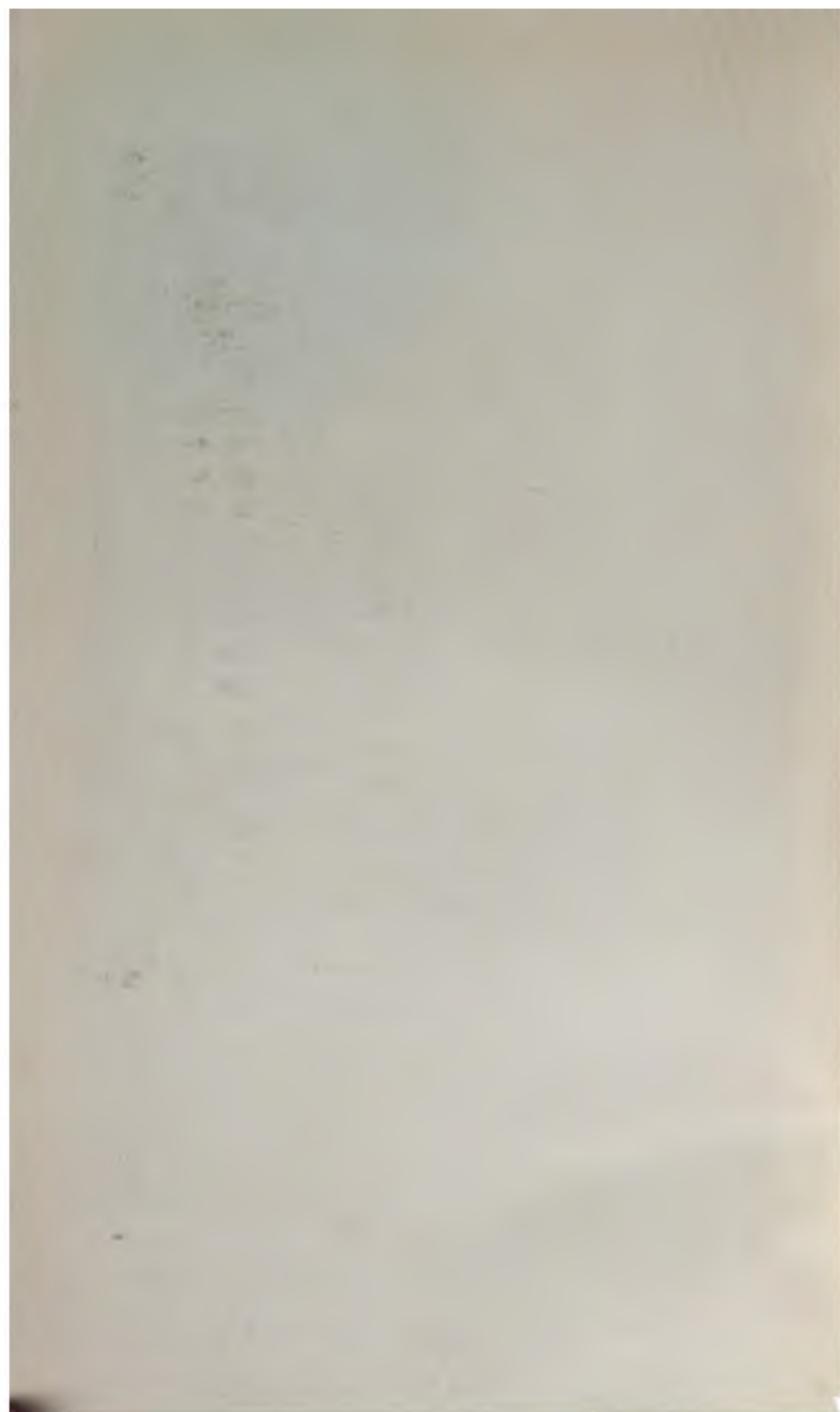


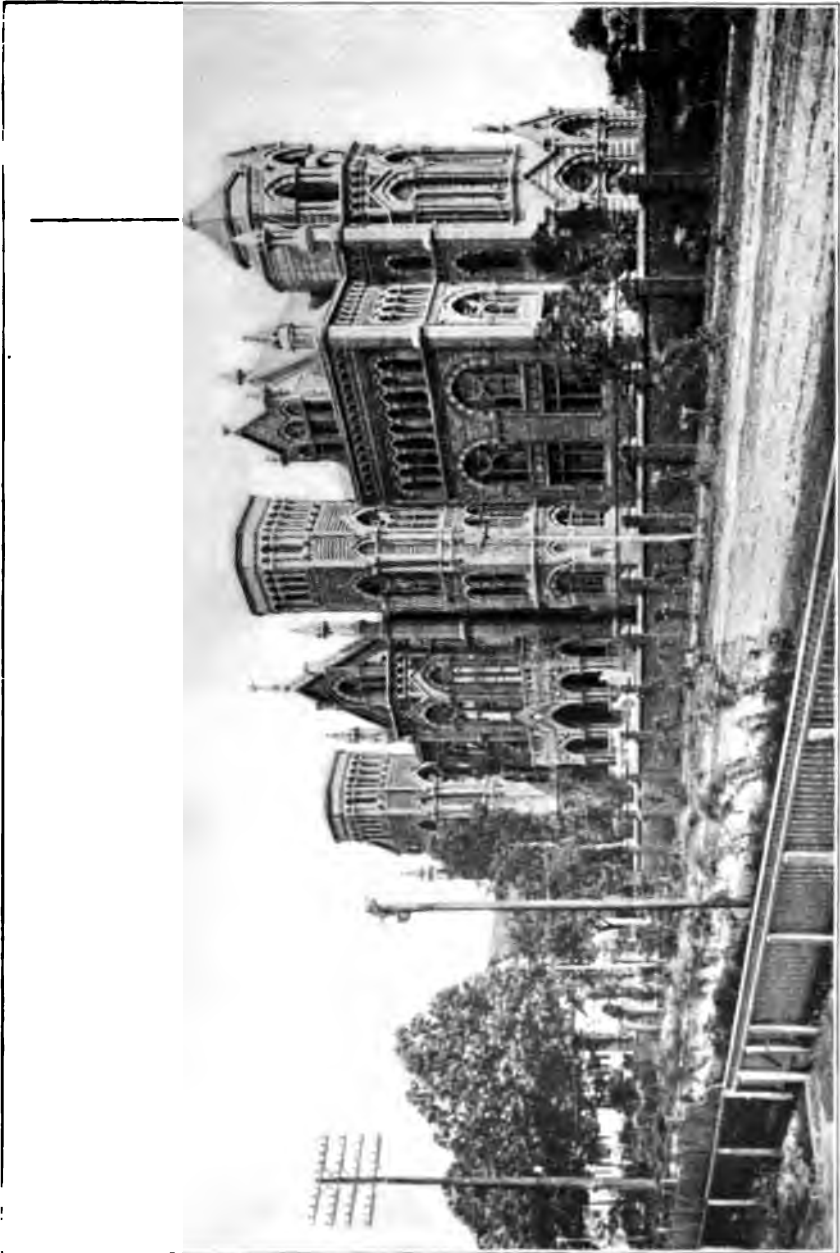
URSULINE ACADEMY (SOUTH VIEW), GALVESTON.





URSULINE ACADEMY (NORTH VIEW, AVENUE N), GALVESTON.





URSULINE ACADEMY NORTH VIEW, AVENUE N., GALVESTON.



with electric lights. An exhibition hall, 100 feet long, 40 feet wide, and 20 feet high, was erected last year, entirely through the generous donations of kind friends, who come in great number to the college entertainments.

The mineral water from the artesian well, which was provided at an expense of \$12,000, has been utilized by the construction of a natatorium 42 by 23 feet, in addition to the bathrooms, which are supplied with hot and cold water. The water of the well is potable, and as analyzed, contains only forty-seven one-hundredths of a grain of insoluble residue to the gallon—an ideally pure water, with therapeutic qualities superior to most of the mineral wells in this country and Europe.

In 1895, the able and highly esteemed president of St. Edwards College, the Rev. P. J. Hurth, during whose management the college had made such rapid progress and witnessed so many improvements—the attendance having gradually increased from 40 to 225 students—was called to another and higher field of labor as Bishop of Dacca, in Eastern Bengal. He was succeeded by the Rev. E. P. Murphy, C. S. C., for one term, followed by the present incumbent, the Rev. P. P. Klein, C. S. C., in September, 1895. During Rev. Father Klein's administration a large and handsome addition has been made to the main building of the college at a cost of \$25,000; an exhibition hall was built; a gymnasium is in course of erection, and minor improvements have been made.

The value of the property of the college, including the grounds and main building, is about \$150,000.

URSULINE ACADEMY, GALVESTON.

This institution, the oldest of its kind in Texas, was founded under the auspices of the Ursuline Convent, of New Orleans, January 19, 1847, at the earnest solicitation of Rt. Rev. J. M. Odin, who was then Bishop of Galveston, and chartered under the title of "Ursuline Academy." It is empowered to confer degrees and grant diplomas, and during the past half a century has sent thousands of young maidens from its portals, and many a bright home throughout the country attests the influence and proficiency of its teachers.

The course of study, commencing in the junior department with a kindergarten, and concluding in the senior with the highest branches of a collegiate course, is systematic and thorough, embracing all that could be desired for the highest culture. The classes are divided into departments, and each department is subdivided into first and second sections. The grading of the several classes receives careful attention, and the pupils are placed and promoted according to progress and ability.

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The institution has never received endowments but has occasionally been favored with gifts from friends and relatives of the community. Its only sources of revenue are the board and tuition of the pupils.

The general average of boarding pupils has remained about the same for several years (in consequence, no doubt, of the multiplication of boarding schools in the vicinity) but the attendance at the select day school and kindergarten department is annually augmenting.

During the first quarter century of its existence the convent and academy were efficiently presided over by three saintly women, who have long since gone to their reward, viz, Mother St. Arsene Blin, Mother St. Chantal White, and Mother St. Pierre Harrington. The last-named superioress rendered signal service to the island city during the crucial period of the civil war by converting her academy into a hospital for the sick and wounded soldiers.

During the past twenty-seven years the institution has been most ably directed by three other noble women who are still actively engaged in promoting the grand cause of education—Mother St. Augustin De Lassaulx, Mother St. Agnes McClellan, and Mother Mary Joseph Dallmer. The present estimable superioress is Mother St. Agnes McClellan, who has exercised the duties of superioress or of assistant and treasurer for the past twenty-five years.

URSULINE ACADEMY, SAN ANTONIO.

The Ursuline Academy, founded in 1851, in San Antonio, was the first school opened in that city and the second in the State for the education of young girls, both rich and poor.

Bishop Odin, when making his pastoral visit, saw the want of such an institution and at once applied to the famous old Ursuline Convent, of New Orleans, for sisters. The community graciously acceded to his request and selected for the new establishment Sister St. Marie Trouard, superioress, and Sister St. Antoine Monaghan, assistant; also Sisters Alexis and Isidore, lay sisters. The party, accompanied by Father Chambodut, left New Orleans September 7, 1857, and arrived in Galveston September 10.

They were received with open arms by their sisters of that city, who endeavored by their affectionate attentions to make them forget the poverty of their surroundings, and, notwithstanding the struggling condition of the community, it had the generosity to cede three of its members—Sister St. Mary Winship, Sister St. Angela Noyer, and Sister St. Augustin Melton. After a short stay of twenty-four hours the travelers again set out, accompanied this time by Father Dubuis, the parish priest of Castroville, who had come to Galveston to take the sisters to San Antonio.

The journey by stage was a fatiguing and painful one, indeed; and those who make it at the present day, with all modern appliances of



URSULINE ACADEMY, SAN ANTONIO.

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travel, can not realize what it was in 1851. The party had not proceeded far when they encountered a fearful storm, which obliged them to leave the stage and take shelter in a poor hut on the roadside. The owner, a good old woman, had the charity to dry their habits and to hang a quilt at the entrance, for there was no door. The storm having abated, they resumed their journey, and the thought of soon arriving at their destination helped them to bear its hardships, which were many and great. At last, after much rough riding, borne with hilarity, they arrived at San Antonio at 10.30 p. m. September 14, and took possession of their house by moonlight. The house had been purchased for them by Bishop Odin. It could not have been poorer nor smaller, and though prepared for privations, those which awaited them surpassed any they could have imagined.

Overcome by fatigue and famished with thirst, they rejoiced that they had arrived at night, thinking they could rest; but all thought of repose vanished at the sight of the chamber which was to serve as a dormitory. It was wanting in everything except spiders and scorpions, and of these there was no scarcity. The former had festooned the walls and ceiling with their webs, while the latter, as if resenting the intrusion, were running about in every direction.

All sorely besetting discomfitures were finally overcome, mainly through the good offices of Father Dubuis, whose purse, time, and energies were most faithfully devoted to the work, and on the 3d of November every room in the convent was crowded with pupils, the Misses Meade, daughters of General Meade, being among the first received, followed by others of prominent American and Mexican parentage. Among the latter were the daughters of Governor Madero, the Misses Carvajal, daughters of General Carvajal, of Revolutionary fame; the Misses Flores, Delavigne, and Garcia. At a later period the daughters of Senator Canales, of Minister Ramos, and of Don Augustin Ballesteros, a wealthy Spaniard, whose eldest daughter is the present Marquesa del Valle de la Colina, and who, from her far-off home in the Spanish capital, still remembers with affection her religious teachers in San Antonio.

During the war the sisters had \$14,000 in Confederate money, which sum comprised all their fortune and was the result of years of economy and sacrifice. All would have been lost but for the kindness of Mr. Madero, late governor of Saltillo; he took the money, disposed of it most advantageously, and supplied the sisters and pupils with commodities from Mexico, and at the close of the war returned the balance in sound money, with an additional \$200 from his own pocket.

As the attendance increased a new building became necessary, and in September, 1866, the corner stone of the present spacious and commodious structure was laid by Bishop Dubuis. In January following he laid the first stone of the new chapel; and finally, through the efforts

of the chaplain, the late Rev. E. M. Buffard, who not only directed the workmen, but assisted them with his own hands, the academy and chapel were finished at a cost of \$50,000. The entire property of the convent may be estimated at a value of about \$200,000.

In 1883 the institution was chartered under the title of "The Ursuline Academy," with power to confer diplomas. The same year, on the occasion of the consecration of Bishop Nevaz, the sisters had the honor of entertaining six bishops and fifty priests—an event unprecedented in the annals of any other convent in Texas. In 1896 the apostolic delegate, Cardinal Satolli, was received by the Ursulines in their hall, which was beautifully draped in the Cardinal's colors, mingled with those of the Pope and the Union.

Mother Marie Trouard, the foundress and first superior, died in 1866, after a life adorned with every Christian and religious virtue. She was succeeded in her charge as superior by Mother M. Eulalie, a member of the community of New Orleans, who survived but a few years. The burden of superiority next devolved upon Mother de Chantal White. Before her term had expired she returned to her community in Canada, whence she had come nineteen years before. Mother M. Madeliene de la Garza succeeded her, and has been periodically relieved in office by Mother M. Xavier Melton, Mother M. Isabel Wenzel, and Mother M. Ursula Hudson.

ST. MARY'S ACADEMY, AUSTIN.

This institution was chartered in 1866 and first operated in 1875. The first principal was Sister Mary Mildred, C. S. C., and the incumbent is Sister Mary De Pazzi, C. S. C. The general attendance is about 250 students. Value of grounds and buildings \$100,000, and of apparatus and library \$10,000. The school building is a very large and elegantly furnished structure erected in the center of an entire block of ground and occupying the most commanding site in Austin.

SCHOOLS FOR COLORED STUDENTS.

Texas, like other States, has her public free schools for the education of colored youth, and besides has provided Prairie View Normal, near Hempstead, for the more advanced education and training of colored teachers, but has not yet established the colored university contemplated by the State constitution. In the meanwhile missionary associations of various churches have been actively at work ever since the war not only in aiding the negroes to build churches, but also in providing for them higher institutions of learning, for which the funds have come mainly from Northern sources, as will be seen from the sketches here presented. As a rule, the colored schools are better attended and more flourishing where they have the immediate advantage of a dense local population of colored people, largely as a matter



BISHOP HALL, MARSHALL.



GUADALUPE COLLEGE, SEGUIN.

of convenience in attending the schools, and because so many colored parents have no means for sending their children from home to be educated.

BISHOP COLLEGE AT MARSHALL.

This school, which is located at Marshall, had its origin in 1881 in the practical benevolence of Nathan Bishop, LL. D., of New York. He had proposed to found a college for the education of the colored people west of the Mississippi River, and offered his gifts to the American Baptist Home Mission Society for that purpose. His death before his plan was executed did not defeat it, for his equally benevolent wife soon presented the society with \$10,000 to found the school. Dr. Bishop's noble spirit was shown by his own words:

I expect to stand side by side with these freedmen in the day of judgment, and I am determined to be prepared for the meeting.

Rev. S. W. Marston, who was then the society's superintendent of education, was charged with the duty of locating the school. The money (\$5,000) to purchase a site for the college and put it in repair was raised among the colored people. Under the first president, Rev. S. W. Culver (1881 to 1891), a substantial three-story brick building was erected, costing \$16,000. It is now called Marston Hall, and accommodates 60 boys. He also built a four-story brick building, Bishop Hall, costing \$20,000, now used as a dormitory, accommodating 80 girls.

During the presidency of Dr. Culver's successor, Rev. N. Wolverton (1891-1898), a four-story brick school building, Morehouse Hall, was erected, containing chapel, library, class rooms, and president's office, at a cost of \$31,000, of which Mrs. Bishop gave \$10,000. It is heated with steam and is a very substantial building. President Wolverton also raised funds for a manual-training department and erected for it a substantial three-story brick shop, 34 by 80 feet, at a cost of \$4,000, and secured for it about \$5,000 worth of machinery and tools, all first class. The campus was enlarged to 22 acres by purchase of adjacent property, for which William A. Cauldwell, of New York, gave \$5,000. This made \$81,000 invested in the college property, besides a laundry building and a boiler house, both of brick, and other small buildings. The property is now worth, all told, \$100,000, and is entirely free from debt.

In the purely educational side of the work, and for which all the rest exists, the institution carries on: (1) A graded-school department, embracing both primary and grammar schools, which constitute a training school for normal work; (2) an academic department which, with a four-years' course, prepares for the college and for the normal and theological departments; (3) a collegiate department; (4) a normal department, and (5) a theological department, the last having a three-

years' course of study. There are 13 members of the faculty, including 10 white teachers from the North. Albert Loughridge, A. M., is president of the college. The enrollment for a number of years has ranged from 200 to about 350 students.

The Home Mission Society appropriates from \$6,000 to \$8,000 annually toward the current expenses of the college.

GUADALUPE COLLEGE AT SEGUIN.

This is emphatically a "negro institution, owned, officered, managed, patronized, and supported by the negroes themselves," as stated in the College Record. The property was bought by the negro Baptists of Texas from the Roman Catholics in 1884 for the sum of \$10,000, and with improvements since made is now valued at \$60,000. The school is organized with 12 professors, or teachers, and has preparatory, scientific, collegiate, normal, theological, and industrial departments. There are 332 pupils in the school, of whom 170 are boarding in the institution.

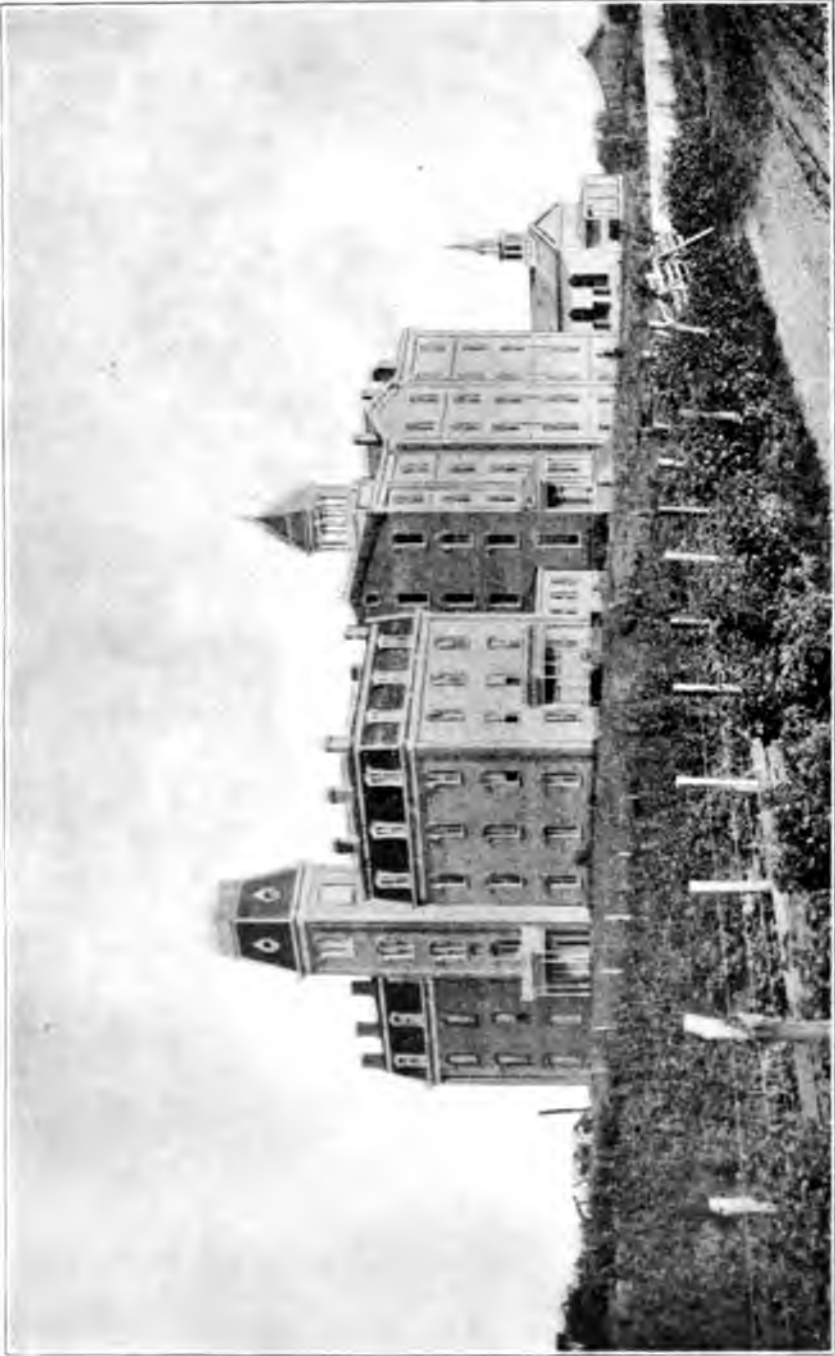
It is a coeducational school, and the industrial department provides separately for the young men and women. The young men are taught carpentry, printing, farming, etc., and some of them make money to pay their way in school in this way. The young women are taught all kinds of domestic work, and one room is set aside and provided with a number of sewing machines where their skillful use is taught. They own a printing press and publish their own periodicals, and numbers of students learn the printer's trade.

The original property consisted of one three-story stone building and two frame structures.

The history of the institution is remarkable. Most of the founders and contributors were formerly slaves. There are 183 female students in the industrial department. The college entered upon the work of higher education in 1886. Rev. J. H. Garnett was the first president. The incumbent, Rev. David Abner, jr., has held the office for seven years. Rev. W. B. Ball, Rev. Hiram Wilson, and Rev. L. Ilsley were among the most prominent founders of the college.

MARY ALLEN SEMINARY.

This school was planned some time in 1885 by the board of missions for freedmen of the Presbyterian Church. The purpose to establish a school somewhere in Texas was largely due to Mrs. Mary E. Allen, wife of the secretary of the board. She had been for some time previously seeking information concerning the condition of the colored women of Texas, and finding that a very large proportion of them were wholly illiterate and suffered all the evils incident to such a condition, she determined to try to do something for their relief and elevation, and at once brought the matter to the attention of the board.



MARY ALLEN SEMINARY, CROCKETT.

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The school was located at Crockett, and three teachers were chosen to begin work. These were Rev. John B. Smith, Mrs. A. E. Smith, his wife, and Miss Margaret P. Bolles. They arrived at Crockett January 1, 1886, and in a few days opened school in an old farm dwelling rented for the purpose. In the following April Mrs. Allen died, and in honor of her memory and interest in this special work the school was named Mary Allen Seminary. The first term closed in June of that year with an enrollment of 46 students. As the school was designed to be for the women of Texas and neighboring regions, adequate provision had to be made for the work by the erection of a suitable building for caring for all who should attend. In that year brick were made and the walls of the first three stories of the main building were put up, and the building, 107 feet long and four stories high, was completed in time for the opening of school in November, 1887. The enrollment in 1886-87 was 88. In 1887-88, the first year in the new building, the enrollment was 152, and the year following 167. The ground upon which the seminary is built consists of 10 acres, donated by the citizens of Crockett. A year or two later Mr. James Synder, of Illinois, gave the seminary 260 acres adjoining the ground upon which the seminary is built. In 1889 a large donation of money was made by Hon. James McMillan, of Michigan, by means of which McMillan Hall was erected. This is a brick building, 90 by 45 feet, four stories high, with basement for dining hall, kitchen, pantry, etc. This greatly increased the capacity of the seminary, and in 1890-91 the enrollment was 266. This number, however, was found to be too great for the room at command and interfered with the best work for the students, and so large a number has never been accepted since. Rev. John B. Smith, A. M., D. D., has continued president from the opening of the college.

In addition to the brick buildings above mentioned, there are frame buildings for three large recitation rooms and a sewing room, a large laundry and bath building, and other necessary buildings. The grounds and buildings are valued at \$45,000.

The money for the erection and equipment of this school was donated principally in small sums, the gifts resulting from the self-denial of those interested in the work of the church for the freedmen.

TILLOTSON COLLEGE, AUSTIN.

Tillotson Collegiate and Normal Institute was founded by the American Missionary Association. It was opened on the 17th of January, 1881, the association having partially sustained for some years in Austin a school taught by Mrs. Garland. The association is much indebted to the liberality of the late Rev. George J. Tillotson, of Wethersfield, Conn., for whom it is named, for the money to purchase the lot, and for his industry in collecting a part of the funds for the

erection of Allen Hall. This is the five-story brick building near the south end of the lot in which the school began, and which furnished dormitories, schoolrooms, sitting rooms, parlors, dining hall, and kitchen for teachers and students of both sexes till 1894, when the new and convenient Girls' Hall, near the north end of the lot, was opened for the use of the girls, and contains a beautiful and comfortable dining hall, kitchen, etc.

The lot or campus contains 20 acres, and is an ideal situation for a school. Its cost was about \$5,000. One-fourth of this amount seems to have been donated by James H. Raymond, of Austin, from whom the land was purchased.

Allen Hall was named for Mr. Woodbridge Allen, who contributed largely to the fund for its erection. About \$10,000 was contributed for furnishing and equipping the school by various donors in many parts of the North. In the list of donors named are some familiar in business and educational circles, as Henry P. Haven, New London, Conn.; A. S. Barnes, the publisher, of New York; Mrs. Henry A. Perkins, of Hartford, Conn.; Charles Benedict, esq., Waterbury, Conn.; A. L. Williston, esq., and Mrs. E. G. Williston, Easthampton, Mass., the seat of Williston Seminary; Elihu Burritt, "the learned blacksmith," New Britain, Conn., and the poet John G. Whittier.

Donations from the Slater fund toward the expenses of the manual-training department have been received from time to time, but not regularly; also from the Daniel Hand fund, administered by the American Missionary Association, regular grants in aid of needy students are made yearly.

The expenses of the school are met largely by annual grants from the American Missionary Association. This is under the control of the Congregational churches of the United States.

Nominal tuition fees are charged, and boarding students are expected to meet the cost of board in money, or in money and labor, the proportion depending upon the circumstances of individuals. The first session, January 17 to June, 1881, there were no tuition charges. From that time to 1887 the charges were, in the grammar department, \$2 per month; in the normal, \$2.50; and for board and tuition, \$12 per month.

In 1887 the tuition for grammar grade was changed to \$1 per month. In 1892 the tuition became uniform for all, \$1 per month. The charge for board and tuition has never been changed. All salaries of teachers are paid by the association. The manual training department has been made a prominent feature of the school.

The value of the property belonging to the school may be put at \$40,000. The attendance of students has ranged from some 200 to about 250 annually.

The names of the principals of the school in the order of their service are: Rev. W. E. Brooks, A. M., from 1881-1885; Rev. John Ker-



TILLOTSON COLLEGE. AUSTIN.



shaw, 1885-86; Rev. Henry L. Hubbell, D. D., 1886-1889; Rev. Wm. M. Brown, 1889-1894; Rev. W. S. Goss, A. B., 1894-1896, and Rev. Marshall R. Gaines, A. M., incumbent of the office, who was chosen principal in 1896.

A new charter has been recently granted changing the name of the school to "Tillotson College."

WILEY UNIVERSITY.

This institution was founded by the Freedmen's Aid Society of the Methodist Episcopal Church in 1873 and for ten or twelve years was the only negro school of any importance in Texas. It was named in honor of Bishop Isaac W. Wiley, and is the outgrowth of patient self-sacrificing labor on the part of ministers and missionaries of the church. Closely allied with its early growth and development were Revs. C. F. Moore, W. L. Malloy, W. H. Davis (the first president of the school), Prof. Breece Jackson, Miss Perkins, Hon. Edmund Brown, N. D. Clifford (third president), Rev. Walter Ripetoe, Mr. C. C. Pemberton, and many others. During the past twenty-five years over 2,000 students have been enrolled in the university. The names of the presidents in the order of their service are: Rev. W. H. Davis, Rev. N. D. Clifford, Rev. George Whittaker, Rev. P. A. Cool, Rev. J. B. Scott, and Rev. M. W. Dogan. The school property, consisting of 60 acres and 11 buildings, is valued at \$40,000. The school, it is stated, is for the "education of young people of all races and sexes." The enrollment the past session reached 402, the highest number in the history of the university. The institution is located at Marshall, in one of the densest negro-populated sections of the State.

SAM HUSTON COLLEGE, AUSTIN.

The founding of this institution was in contemplation as far back as 1878 by Mr. Samuel Huston, of Ohio, after whom the college is named, as one of its most active promoters. The foundations, which were built many years ago, long remained untouched for want of additional means, and it was not till last year, 1898, that the present corner stone was laid, on account of the first one having been stolen for the sake of some valuables which were deposited in it. The new services were conducted under the auspices of a delegation from the Freedmen's Aid and Southern Education Society of the Methodist Episcopal Church, which has contributed \$25,000 to complete the college building. It is to be borne in mind that it is the Sam Huston, not "Sam Houston" College, as one of the speakers at the late ceremonies made the mistake of calling it, supposing it was named in honor of Gen. Sam Houston, of Texas. The building as now being erected will be quite a large and handsome stone edifice.

PAUL QUINN COLLEGE, WACO.

This college was founded under the direction of the African Methodist Episcopal Church, and chartered in 1881. It has an attendance of from 150 to 200 students. H. T. Kealing was the first and is still the president of the college. Value of property, \$60,000.

OTHER NEGRO SCHOOLS.

There are some other colored schools of which the writer failed to get notice—among them, Hearne Academy, at Hearne.

Chapter V.

THE UNIVERSITY OF TEXAS.

ORIGIN AND HISTORY.

The University of Texas is a coeducational institution, with its recognized domicile at Austin, the capital of the State. The department of medicine, otherwise known as the medical college, is at Galveston; and a specially constituted branch of the university, the Agricultural and Mechanical College, is at Bryan. The buildings of the parent establishment, known as the main university, are erected on an eminence of 40 acres of ground gradually rising to about the same elevation as the statehouse, which stands in near view to the south. The site, which is particularly imposing toward the city, is about 700 feet above sea level and was designated under an act of the Third Congress of the Republic of Texas in 1839, "providing for the election of five commissioners to select a site for the location of the seat of government, to be named the city of Austin, and for an agent to have said site purchased or condemned for the use of the State, and to have it laid off into lots and sold; and further, before the sale to set apart a sufficient number of the most eligible for a capitol, arsenal, magazine, university, academy, church, common schools, hospital, penitentiary, and all other necessary public buildings and purposes." The part eventually set aside for the university is said to have been indicated by General Lamar, who was president of the Texas Republic, and had personally assisted in selecting the capitol grounds. It was at the time covered with groves of magnificent live oaks, and remained unoccupied for some forty years, during which period it was known as "College Hill." It was eventually despoiled of most of its grand forest growth by an army engineer, who had several hundred of the trees cut away as obstructions to his plans for defending the city.

ELEMENTARY AND HIGHER EDUCATION.

As early as 1886 it was provided in the constitution of the Republic of Texas that "It shall be the duty of Congress, as soon as circumstances will permit, to provide by law a general system of public education;"

and in 1839 President Lamar urged Congress to provide by appropriation from the immense public domain of the Republic for both elementary and higher education. In ready response to his suggestion an agrarian endowment was granted which, with additional grants by the State, led to the more general provision which followed for both primary and university education in Texas. As to the university, notwithstanding the early measures contemplated for locating it, Austin was not confirmed as its established site till 1881, when, on account of some question arising as to whether or not the university could be properly located at that place by virtue of a simple enactment reserving grounds there for such location, the seventeenth legislature solved the question by submitting it to a vote of the people. The vote resulted in favor of locating the main establishment at Austin and the medical branch at Galveston; and what had been so long known as College Hill was naturally accepted as the site for the buildings of the parent institution. Austin was also chosen by popular vote for location of the branch (not yet organized) for the education of colored youth, and the Agricultural and Mechanical College at Bryan, already in operation under the act of Congress of 1862 for establishing agricultural colleges by Federal land grants, was made a branch of the university by the constitution of 1876, the State having accepted the Federal grant in 1871, besides making liberal provision of its own for the college.

ENDOWMENT BY THE REPUBLIC.

Acting upon President Lamar's suggestion, the committee on education of the Congress of the Texas Republic recommended the adoption of a bill entitled "An act to appropriate certain lands for the purpose of establishing a grand system of education," and proposing a grant of three leagues (13,284 acres) of the public domain to each county for establishing a primary school or academy in the county, and authorizing the president of the Republic to have surveyed from any of its vacant domain 20 leagues of land, which was to be set apart and appropriated for the establishment and endowment of two colleges or universities, one in the eastern and the other in the western part of the State. The act passed with 50 leagues (221,400 acres) substituted for 20 leagues, and was approved January 26, 1839.

The first recorded suggestion of a State university was "An act to establish the University of Texas," which on April 13, 1838, was referred to a special committee of the Texas Congress, but was not reported back for further action. It was following this that President Lamar in 1839 suggested to the Texas Congress that liberal landed provision be made for the promotion of public education while the general domain was ample for the purpose; which suggestion doubtless led to the adoption of that method, and indirectly to the large land grants which were eventually made for the support of the

free schools and establishment of the university. In his message making the suggestion President Lamar argued:

A liberal endowment, which will be adequate to the general diffusion of a good rudimental education in every district of the Republic and to the establishment of a university for instruction in the highest branches of science, can now be effected without the expenditure of a dollar.

ACTION BY THE STATE.

Following the action of the Republic, it was not till 1858 that the first really definite step was taken by the State itself for the establishment of the university; and it was not till then, when a bill for its establishment was introduced by State Senator Lewis T. Wigfall and advocated by him in an able report, that the idea of two universities was abandoned and one instead was provided for, with an endowment which promised to be most munificent, including as it did several million acres of land, but which, as the facts will appear, was diminished by the constitution of 1876. Senator Wigfall deprecated the rivalry which he argued would exist on account of sectional differences and interest in two institutions. He said:

Establish two universities and you will already have formed two States. Those who had been educated out of a common fund would meet in our legislative halls like strangers, they will act like strangers, they will feel like strangers. A division of the State has ceased to be thought of except by those who love place and power more than country—those for whom there are not offices enough. If Texas is to remain in the Union, as must be the wish of every patriot, her power and influence will be diminished by division. Texas came into the Union as an empire. Let her remain in it as an empire, or go out of it as an empire.

EXTENSIVE LAND GRANT.

The full text of the act known as the university act of 1858, by which several million acres of the public domain were provided for the endowment of the University of Texas, is as follows:

AN ACT to establish the University of Texas.

Whereas from the earliest times it has been the cherished design of the people of the Republic and of the State of Texas that there shall be established within her limits an institution of learning for the instruction of the youths in the land in the highest branches of learning and in the liberal arts and sciences, and to be so endowed, supported, and maintained as to place within the reach of our people, whether rich or poor, the opportunity of conferring upon the sons of the State a thorough education, and as a means whereby the attachment of the young men of the State to the interest, the institution, the rights of the State, and the liberties of the people might be encouraged and increased, and to this end hitherto liberal appropriations of the public domain have been made; and

Whereas the increasing population and wealth of the State and the tendency of events indicate the fitness of now putting that cherished design into effect: Therefore,

SECTION 1. *Be it enacted by the legislature of the State of Texas, That there is hereby established within the State an institution of learning to be styled "The University of Texas," to be located at such place and in such manner as may be determined by law.*

SEC. 2. The sum of one hundred thousand dollars of the United States bonds in the treasury, not otherwise appropriated, is hereby set apart and appropriated to the establishment and maintenance of the same. The fifty leagues of land, which by act of January twenty-sixth, eighteen hundred and thirty-nine, entitled "An act appropriating certain lands for the establishment of a general system of education," were set apart and appropriated for the establishment and endowment of two colleges or universities, are hereby set apart and appropriated to the establishment and maintenance of the University of Texas. There is hereby set apart and appropriated to the same purpose one section of land out of every ten sections which have heretofore been or may hereafter be surveyed and reserved for the use of the State, under the provisions of the act of January thirtieth, eighteen hundred and fifty-four, entitled "An act to encourage the construction of railroads in Texas by donations of land, and under the provisions of any general or special law heretofore passed, granting lands to railroad companies, and under the provisions of the act of February eleventh, eighteen hundred and fifty-four, granting lands to the Galveston and Brazos Navigation Company. The governor of the State shall select the sections hereby appropriated, so that no sections shall adjoin out of the lands now surveyed, as soon as practicable, and out of the lands hereafter to be surveyed, as soon thereafter as practicable, and shall cause a record to be made in the land office of the State of the sections so selected; and thereupon it shall be the duty of the commissioner of the general land office to designate upon his maps the sections so selected as university lands. The sale of these sections shall hereafter be regulated by a special law.

SEC. 3. The control, management, and supervision of the university and the care and preservation of its property, subject always to the legislature, is committed to a board of ten persons to be styled "The administrators of the University of Texas," which shall be composed of the governor of the State of Texas, the chief justice of the supreme court of Texas, and eight others, who shall be appointed by the governor, by and with the consent of the senate, to hold office for four years, and until their successors are qualified. The administrators shall receive no compensation for their services.

SEC. 4. The following branches of learning shall be taught at the university, viz: Ancient and modern languages; the different branches of mathematics, pure and physical; natural philosophy, chemistry; mineralogy, including geology; the principles of agriculture, botany, anatomy, surgery and medicine. zoology, history, ethics, rhetoric and belles-lettres, civil government, political economy, the law of nature, of nations, and municipal law.

SEC. 5. The religious tenet of any person shall not be made a condition to any privilege or office in the university, nor shall any course of religious instruction be taught or allowed of a sectarian character or tendency.

SEC. 6. The administrators shall have the power to appoint the president, faculty, instructors, and officers of the university, and prescribe the course of instruction and discipline to be observed in the university. They shall fix the salaries of the president, faculty, instructors, and officers of the university. Five of the administrators, with the governor or the chief justice, lawfully convened, shall be a quorum for the transaction of business. They shall meet at least once every year for the transaction of business and shall keep a record of their proceedings. They shall have a secretary, to be elected by them. They shall have power to make all regulations which to them shall seem expedient for carrying into effect the design contemplated by the establishment of this university, not inconsistent with the laws of the State.

SEC. 7. The administrators shall have the right of conferring on any person whom they may think worthy thereof all literary honors and degrees known and usually granted by any university or college in the United States or elsewhere.

SEC. 8. The administrators shall report to the legislature at each session the situation of the affairs of the university.

Sec. 9. Instruction at the university shall be free, and the administrators shall prescribe what degree of proficiencies shall entitle students to admission.

Sec. 10. A committee to be appointed by the legislature at each session shall attend the annual examinations of the students of the university and report to the legislature thereon.

Sec. 11. The reasonable expenses incurred by the administrators and visiting committee in the discharge of their duties shall be paid out of the funds of the university.

Sec. 12. The treasurer of the State shall be treasurer of the university funds.

Sec. 13. So soon as the location of the university is determined upon it shall be the duty of the administrators to proceed to the construction of the necessary buildings, and for that purpose they shall procure the services of a competent architect, who shall superintend the work. Such plan and design for the buildings shall be adopted as shall be consistent with the addition of wings or other structures hereafter without marring the architectural beauty and fitness of the whole. There shall be constructed suitable buildings for the accommodation of the professors and their families. The contracts for the buildings shall require the performance of the work under ample security for its fitness and faithfulness.

Sec. 14. The expenditures of the university for the construction of buildings, or otherwise, shall be made under the order of the administrators; and when money is required for the payment of the same it shall be drawn upon the warrant of the governor, countersigned by the secretary upon the treasurer, who shall pay the same out of the university funds. And this act shall take effect and be in force from and after its passage.

Approved, February 11, 1858.

In his report in 1868 to Governor Pease, State Superintendent of Instruction Wheelock, alluding to the liberal grants to the university under the act of 1858, says:

The grant was ample. The lands which were sold on twenty years' time were choice, and large amounts were readily realized at an average price, \$3.34 per acre. Of this fund \$379,168 was destroyed during the civil war by the State authorities; and it is understood that considerable sums, the proceeds of the land sales, were paid in Confederate money. The amount of university fund now in the treasury is \$134,472 in State paper. No practical steps have yet been taken toward the location and establishment of this institution. But when once our State is dotted with common schools in full operation for the education of the children of the people, these will naturally require to be supplemented by high graded and normal schools, adapted to pupils of a larger growth, and these again crowned by a university. A State university is indeed a logical necessity and outgrowth of the free-school system, the head of the grand line of forces by which we would draw the whole people up to light and knowledge.

THE FREE SCHOOLS AND THE UNIVERSITY.

The history of the university up to the passage of the act of 1858 leads to consideration of rather remarkable conditions affecting the relations of the free schools to the university. As usual in any new State, the people were wedded to the free schools, which for that reason became favorites of the politicians, aspiring to represent them in the legislature. In the estimation of not a few of the lawmakers who earnestly proposed such action the entire public domain should be set aside for the public schools, leaving all other institutions to such pro-

vision as the legislature may see proper to make for them from the general revenue. The asylums and the university, they said, have their endowments - as though the schools themselves were not already munificently endowed and all State institutions were not equally entitled to further favors from the State. As evidence of the strange prejudices which existed, issues were readily raised or invented against the university to prevent its getting appropriations and to divert grants to the school fund. Among other things it was contended that its establishment was not necessary under the existing conditions, and that prior grants to the railroads for the development of the country must first be satisfied out of the public domain. In the convention of 1875, which converted several million acres from the university, substituting for it but 1,000,000 acres of far less valuable lands, the university was derided as a "rich man's school of no special service to the poor children of Texas." As General Darnell, a prominent member of the convention and speaker of the house in the legislature of 1861, expressed himself to Land Commissioner Walsh, "a million acres was enough for any such kid-glove institution." And thus it was that higher education was not only depreciated, but common-school education, as the more popular interest, was held to be the main and almost exclusive one for which the State was bound to provide—as if, as suggested in an address by Edward Everett, it could be expedient and beneficial to make public provision for teaching the elements of learning and not expedient nor beneficial to make similar provision to aid the learner's progress toward the mastery of the most difficult branches of science and the choicest refinements of literature.

OPPOSITION TO THE UNIVERSITY.

It was remarkable, too, that the university should have encountered opposition from such statesmen as General Houston, when president of the Republic of Texas in 1839, and Judge Ireland, when governor of the State in 1883; though their opposition seems to have been not so much on account of objection to the university itself, or even higher education per se, as because the State was not in their opinion in proper condition to establish such institutions, and because in the meantime the free schools sufficed for such instruction as the State could afford or be expected to furnish. Such objections unfortunately remained too long popular and effective, especially with the farmers, the prevailing element in legislation, whose partiality besides for the Agricultural and Mechanical College as the "farmers' school," fully enough meeting the views of the great majority of them as to the necessities of higher education for their children, naturally served to keep up indifference to an early organization of the university. Thus it was that there were at first comparatively few political leaders who dared, if they cared, to combat popular objections to university

education and boldly advocate it either on the hustings or in the halls of legislation. Naturally enough, however, when the establishment of the university became a fixed fact, and its organization was demanded in response to growing public sentiment and the necessity of counteracting the efflux of Texas students, and of Texas money with them, to Northern institutions, many other prominent gentlemen joined in the procession of active workers to get it into operation as soon as practicable.

Prior to the convention of 1875, in the sixth legislature (in 1855), while there was a large balance of United States 5 per cent bonds in the State treasury, derived from the Santa Fe purchase by the Federal Government, Mr. Maverick, speaking in the State senate on the question of establishing one or two universities, contended that the people did not want any university, and that if one was started it would surely set itself up as a secret malignant enemy of the people and would probably have to be "abated as a nuisance." Mr. Bryan alluded to the economics of the measure—to avoid educating our children abroad, each carrying away several hundred dollars every year to be distributed among those who were not friendly to us, besides having instilled into their minds prejudices antagonistic to Southern sentiment. Mr. Armstrong argued that such institutions were generally hotbeds of vice and immorality, and calculated to excite class distinctions and harsh political differences.

Apart from such sentiment, however, both the single-university and alternative propositions were further discussed in quite a different spirit. Mr. Lott wanted two universities. Mr. Grimes proposed to make the appropriation \$500,000, and Mr. Millican to grant \$1,000,000. Mr. Russell distrusted the propriety of the movement at that time, when there were no facilities of transportation, and contended that we should first establish some system of internal improvements; but, he added, if the work must be commenced, as we have ample means (alluding to the Santa Fe funds), he favored two universities. Mr. Flanagan argued that the State's vast territory justified two universities, such as the honor of this great State demanded, and that they would excite each other to rivalry and development.

Mr. Guinn indorsed the dual plan, and Mr. Scott, while agreeing with Mr. Maverick that there was no necessity for such institutions, if an appropriation must be made said he would favor two universities. He offered as a substitute, however, a bill to appropriate \$1,000,000 of the 5 per cent United States bonds as an additional fund for the common schools. Mr. Palmer opposed frittering away the means proposed to be used by starting two universities, neither of which could be such an institution as was contemplated. Mr. Bryan, seeing that the prevalent idea in the legislature favored two universities rather than one, or else to test the matter, finally offered a substitute to estab-

lish two of them, one in the eastern and the other in the western part of the State. The senate refused to table the substitute, but the whole matter was referred to the committee on education, and went over to the next session of the legislature.

In order to show more fully the parturient efforts to establish the university, the action of the seventh legislature, which finally passed the university act of 1858, is substantially given as reported at the time in the Austin Gazette.

Mr. Kittrell, chairman of the house committee on education, to whom was referred a resolution instructing the committee to inquire into the expediency of establishing one or more State universities, reported recommending "the establishment of a State university as soon as practicable." He spoke at length in favor of the report, and stated that he had just learned that the senate committee had decided to recommend a liberal appropriation in land and money for this object, and that there was still in the State treasury \$500,000 unexpended balance of the United States bonds not needed for any other purpose.

Mr. Jennings favored the report, and took occasion to argue that the medical department should be located at Galveston or Houston, and that the literary department should not be at Austin.

I have three sons [he said], and I say it in the presence of God and my country, that I would let them be uneducated stock raisers or muleteers, before, in the effort to become well educated, they should learn the accomplishments of Congress avenue.

He wanted the literary department fixed on some "virgin league of land."

Mr. Chilton preferred two universities, but would go with the majority, if they voted that proposition down, and would vote for a single university and advocate its location at Austin. Mr. Murrah (subsequently Governor Murrah) wanted a single university, provided it should be favorably located in the eastern portion of the State, where the country was more healthful than in the prairie portions. Mr. Everett said:

It seems there are gentlemen here who are disposed to go beyond the example of every other State in the Union, and force upon the people of the State of Texas the establishment of two universities. We are able to build but one. Let us have that and its great benefits.

Mr. Norton protested against taking the land and money of the people, \$400,000 and 442,800 acres of land, as proposed, to establish one mammoth university for the benefit of a privileged class, that the children of the rich might be educated and those of the poor neglected. He would favor appropriating the entire fund contemplated for the university to the common schools of the State. Messrs. Aycock and Buckley spoke in favor of a single university.

Mr. Locke, speaker of the house, did not believe the people were

ready for a university, and opposed its establishment. Mr. Price and others favored having but one, and deprecated the proposition of two universities as rival institutions that would foster sectional feeling and discord among the people. Mr. Brown favored the proposition for but one university, but not so large an appropriation for it as was proposed. Mr. Dennis advocated the establishment of but one university, arguing:

With a population of over 600,000 people, and \$700,000 in the treasury, and a revenue of \$255,000, and the State free from debt, we may safely appropriate from \$200,000 to \$400,000 for the purpose of erecting the necessary buildings that will stand as just monuments of State pride and be of incalculable benefit to thousands.

Mr. Whaley argued that the institution was "antidemocratic"—not for the greatest good to the greatest number; that it would be "a magnificent failure," an "intolerable burden upon the people," and that its establishment would be legislating for a special class, and that class the favorites of fortune, who were the only ones that could and would take advantage of such an institution, and who were able to take care of themselves. Mr. Ward, for political reasons, in case there should ever be a division of the State, advocated two universities. He argued:

Would it be right, then, that one section alone should possess the mammoth enterprise, reared up and maintained by the common blood and treasury of the whole people?

Mr. Burnet said he would vote against the bill, as we were acting too hastily.

The question should be thoroughly canvassed before the people, and their voices should be heard, as they are the ones to furnish the money to build this university.

He wanted the common-school system placed upon a firm basis before "vesting the people's money and domain in any enterprise of doubtful expediency." Mr. Hicks discussed the sectional question as likely to be affected by having two universities.

February 8, 1858, the bill relating to a State university came up in the house, the pending question being its final passage; and the ayes and noes being demanded, several members asked to be excused from voting. The house refusing to excuse them, some of them declined to vote. A discussion ensued as to points of order and modes of enforcing the rules, in which Mr. Speaker Locke, Messrs. Bee, Kittrell, Walling, Reeves, Evans, Lee, Latham, and others participated. The clerk finally proceeding with the roll, Mr. Poag, when his name was called, after giving his views in regard to the previous action of the house on the subject and the present position of the question, concluded as follows:

Now there is in our constitution a regulation which declares that when any proposition has been once distinctively put to a legislature and rejected, that legislature is forbidden to act upon that particular proposition again. And it makes no differ-

ence to me how it may be changed, if it embraces the substance of the proposition which has been rejected, I feel it to be my bounden duty to obey this provision of the constitution. I have no conscientious scruples to prevent me from voting on this question. I feel as much bound to vote against the passage of a law which I regard as unconstitutional in consequence of previous action of the legislature as I would feel myself bound to vote for a law which I regard as constitutional and for the benefit of my constituents and the State at large. For these reasons I vote against the whole matter.

Mr. RAINEY. On account of the constitutional objections urged by the gentleman from Panola, Mr. Poag, because a resolution upon the same subject and embracing the same substance has been rejected heretofore by this body, and the constitution prohibiting the passage of a law, bill, or resolution that has been rejected by either branch of the legislature, I do not believe we now have a right to act upon it; and because, although I have been very anxious to vote for a bill of this character in some shape, the bill now before the house does not meet my approbation. Without any further excuse or attempt at palliation or mitigation, or anything else, I vote no.

Mr. REEVES. I ask to be excused from voting, not upon the grounds which have been stated by any other gentleman, but under the rule which says that no member shall vote upon any question in the event of which he is immediately or particularly interested. I feel that I am particularly interested in this matter, and I wish to be excused under the rule.

The house refusing to excuse him, he proceeded:

I always submit cheerfully to whatever the house says. But I do say that I believe this body has once acted upon the same question, and that if we were to pass the bill now, under the constitution it could not become a law. I therefore vote no.

Mr. Waterhouse said he believed this bill would have been as unconstitutional, if presented for the first time, as it is under the present circumstances. He would therefore vote no.

After the roll had been called through, Mr. Speaker Locke said:

The chair is informed that we lack one of a quorum. I do hope that gentlemen will not assume the responsibility of defeating this measure by refusing to vote. It is a fearful responsibility to take.

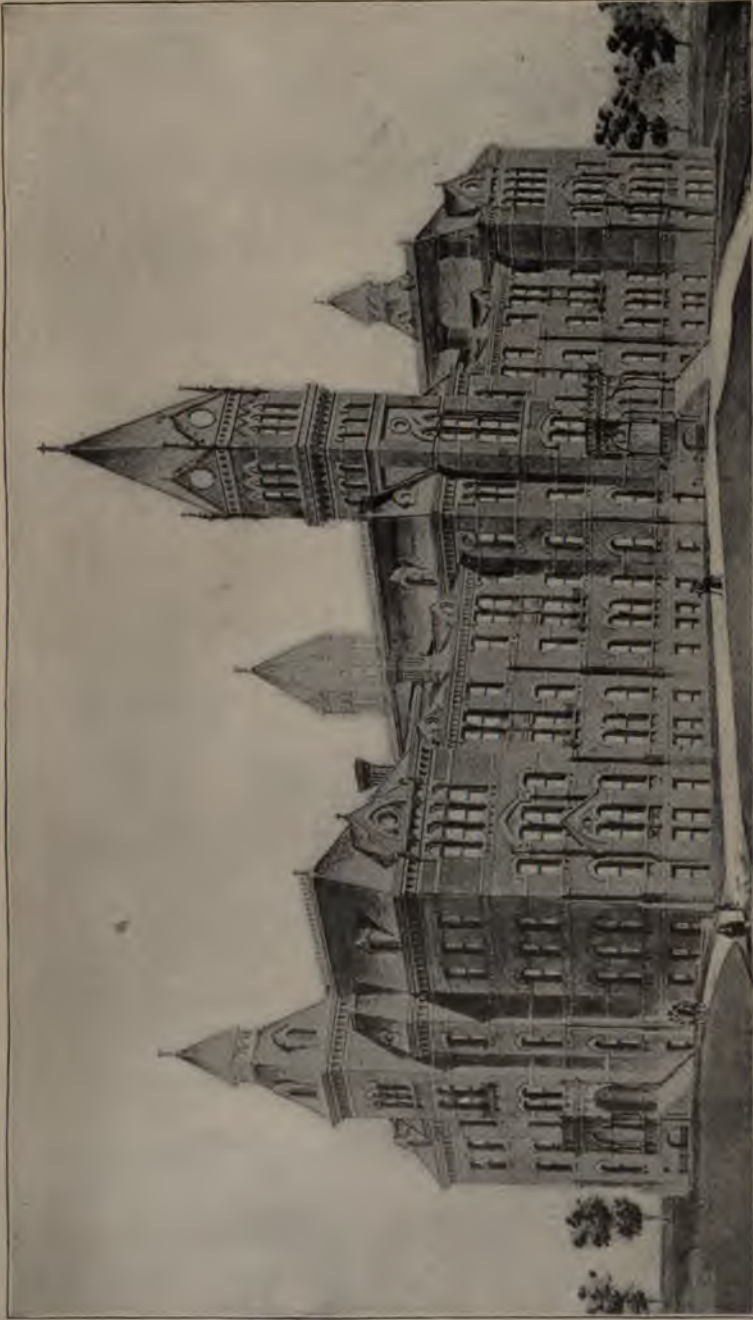
Mr. LATHAM. I call for the announcement of those who refused to vote.

Mr. CHILTON. I am about to do a thing which I am not satisfied that I am right in doing. But I believe we were sent here to live for each other; and my friends are directly interested in the passage of the bill at this time. I have fought as long as I could in accordance with my convictions of duty. But as it is evident there is a large and respectable majority of this house in favor of this legislation, and by recording my vote in the negative I put myself right upon the record, I will do so. I vote no.

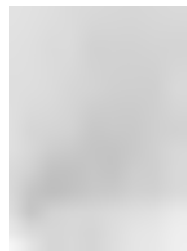
Finally the bill, which at one time seemed about to be entombed in constitutional objections and legislative technicalities, passed by a clever majority of 48 yeas to 13 nays.

Mr. Chilton at once introduced a bill entitled "An act setting apart 50 leagues of land for the establishment of a literary college in eastern Texas." The bill was read, but the house refused to suspend the rules or its consideration.

The proceedings, so fully cited, are interesting to show the sentiments in the minds of the representatives of the people at that period in the history of Texas.



UNIVERSITY OF TEXAS, MAIN BUILDING, AUSTIN.



QUESTION OF "TWO UNIVERSITIES."

In the eleventh legislature, in 1866, efforts were made to establish two universities by an act amendatory of the university act of 1858, and by the adoption of a joint resolution as follows:

Whereas by a recent act of the eleventh legislature, twenty-five leagues of land were reserved for the establishment and endowment of another university, contradistinguished from the "University of the State of Texas;" and

Whereas the increasing population of the State, its vast extent, and the absence of the necessary facilities of travel render it important that the university be located: Therefore, be it

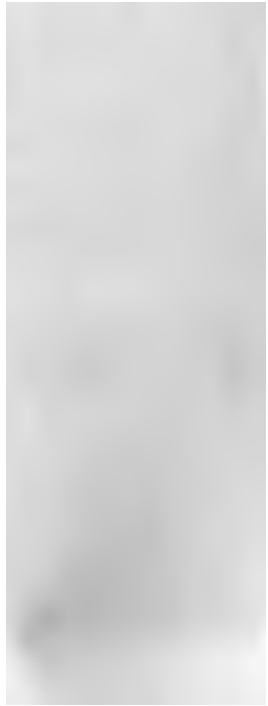
Resolved, That A. M. Perkins, of Jasper County; J. H. Starr, of Nacogdoches County; James Graham, of Lamar County; Mont Hall, of Harrison County; I. L. Camp, of Upshur County; D. W. Jones, of Titus County; W. B. Dashiell, of Kaufman County; W. K. Marshall, of Rusk County; J. K. Bumpass, of Collin County; Dr. Cooper, of Panola County; William Moore, of Bowie County; M. H. Bonner, of Cherokee County; J. M. Perry, of Anderson County, and J. C. Hardin, of Smith County, be and the same are hereby created a board of administrators of said university, to hold office four years, and soon as practicable select a suitable location for the university in a different section of the State from that of the "University of Texas," to be known as the "East Texas University." The sum of two thousand five hundred dollars is appropriated for the board's expenses to make the location.

Approved, November 13, 1866.

No further action was taken in the line of this resolution, which was in accordance with the recent action of the same legislature in amending the act of 1858 by dividing the university appropriation of 50 leagues of land, originally intended by the Republic of Texas for the "establishment of two colleges or universities," and reserving half of the land, as the proposition was expressed, "for the benefit of a similar university which at some future time may be necessary to be established in a different part of the State." The immense area of Texas and inadequate transportation facilities were arguments generally presented in favor of providing for two universities. Such proposition, however, was defeated by future legislation and the final university act of 1881.

THE UNIVERSITY IN EMBRYO.

Although the constitution of 1845 required the legislature to make suitable provision for the maintenance and support of public free schools, and the same provision was retained in the constitutions of 1861, 1866, and 1876, the university, for which the Congress of the Texas Republic had so early provided in 1839, was not mentioned in the first State constitution of 1845. This was perhaps on account of the university being then merely in embryo and its establishment not pressing upon the public mind, or possibly—and if so, properly enough—because it was considered, part and parcel, as a great free tuition school of the State's general free school system, not requiring special designation as such to bring it within the scope and benefits of the



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general provisions for free school instruction. As evidence that it was regarded in this light, it is declared in the preamble to the act of February 11, 1858, establishing the university, that—

from the earliest times it had been the cherished design of the people of the Republic and of the State of Texas that there shall be established in her limits an institution of learning for the instruction of the youths of the land in the higher branches of learning, and in the liberal arts and sciences, and to be so endowed, supported, and maintained as to place within the reach of our people, whether rich or poor, the opportunity of conferring upon the sons of the State a thorough education.

Thus it is made the duty of the university as a factor in the State's own provision for free education to complete the work begun in the public schools, so as to afford the advantages of higher education to the poor as well as the rich. As further evidence that the university was to be so regarded, the law requires the university regents to submit their reports to the State board of education, which is the general directing body of the State's entire system of free public instruction. (Sec. 21, university act of 1881.)

STATUS AS A PUBLIC SCHOOL.

Much of the general history of the university has naturally been presented in the previous chapter in considering its origin and inseparable connection with what are usually known as the "free public schools," and more particularly in relation to its outreach in common with them as a State institution, or great public high school. It is the grand educational ensign and beacon light of the brightest enlightenment to the whole people. Though not so diffuse in its operations as the free schools, it concentrates the best methods of instruction, provides for finer equipments than ordinary educational institutions can afford, and radiates from the highest educational plane a strong conservative influence in every department of the public school system. Without it, indeed, the general structure would be as incomplete as a torso, for no system of public instruction is perfect that is not symmetrically rounded from the broad base of the common schools to the apex of university finish; and no matter what private enterprise and denominational institutions may offer in the line of advanced learning, it is the duty of the State to afford the best university facilities it can in competition with those of other States. As one sun diffuses more light than a thousand stars, so one grand university can diffuse more knowledge than a thousand schools of inferior grade; and as the planets revolve around the sun and borrow their light and luster from that luminary, so the schools should derive tone and culture from the university. "So," added Gen. D. H. Hill, in his address at the Texas University commencement, "has it been for the past eight hundred years with the great universities of England, during which long period

the planets have not more surely reflected the light of the sun than have the subordinate colleges, academies, and schools of Great Britain reflected the scholarship and intellectual character of Cambridge and Oxford."

EXISTING UNIVERSITY GRANTS.

The grants to the university, as diminished by the constitution of 1876, embrace the 50 leagues of land (221,400 acres) originally set apart by the Texas Republic, 1,000,000 acres substituted by the State constitution of 1876 for the "tenth sections" (railroad surveys) which the act of 1858 had granted, and 1,000,000 acres appropriated by the act of 1883, and the act of 1883 specifically expressed its appropriation for "the University of Texas and its branches, including the branch for the education of colored youth"—in all 2,221,400 acres. An act of 1897 gives 100,000 acres as a special endowment for "the colored branch university."

The Agricultural and Mechanical College, established at Bryan as a branch of the university, owes its foundation to an act of Congress of July 2, 1862, and amendatory acts, endowing agricultural colleges in the several States, by which the college received from the Federal Government 180,000 acres of land, which was sold and the proceeds converted into bonds amounting to \$209,000 and held for the exclusive benefit of the college. The institution was made a branch of the university by the constitution of 1876 in order to make it a beneficiary of appropriations from university funds; and its support was further provided for by that constitution as an earnest of State cooperation in the purposes contemplated by the Federal endowment."

ORGANIZATION OF UNIVERSITY AND BRANCHES.

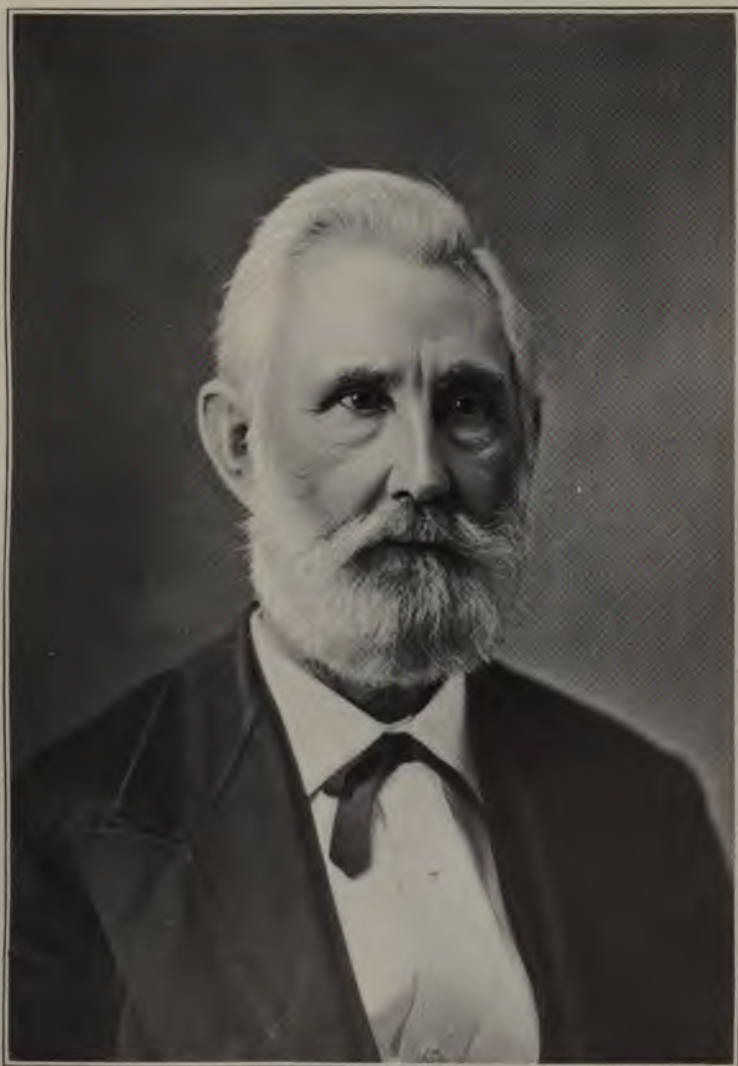
The first board of "administrators" of the university, as the law originally termed them, was appointed by Governor Pease in 1866. The first board of "regents," as they were subsequently designated, was appointed by Governor Roberts in 1881. The academic and law departments of the main university at Austin were organized in 1881 and opened to students in 1883. The medical branch at Galveston was not opened to students till 1891. The college branch at Bryan, which owes its foundation, as stated, mainly to the Federal land grant for endowing such institutions, was established by resolution of the legislature of 1866 and legislative action in 1871 accepting the Federal

^aIn addition to the \$209,000 endowment already referred to, the college is a beneficiary in the sum of \$15,000 a year under the act of Congress approved March 2, 1887, establishing agricultural experiment stations in the several States. Also, under the "additional endowment act" of August 30, 1890, it receives three-fourths of a fund which began with \$15,000 for the first year, adding an additional \$1,000 each year until it reached and now continues at \$25,000 a year.

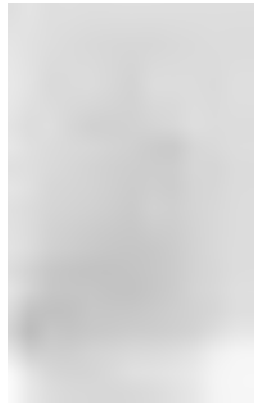
grant, but did not become a branch of the university till so constituted by the constitution of 1876. The colored branch, which by law is to be at Austin, has not been organized; but the Prairie View Normal School, established near Hempstead under an act of 1876 providing for the education of colored persons of both sexes, is liberally supported instead by the State, and is under the supervision of the directors of the Agricultural and Mechanical College. It enjoys a share of the "additional endowment" fund from the Federal Government—one-fourth of the amount apportioned to Texas, or \$6,250 per annum.

ADVERSE LAND MANAGEMENT.

Though early endowed with munificent grants, including several million acres of land independent of some half million dollars in money and bonds, the university's resources were so much diminished by the constitution of 1876, and diverted by subsequent legislation on account of preference for other institutions, as to retard its organization for many years; so that it did not get into operation for the admission of students until two years after the act of 1881, under which its practical organization was contemplated, and long after the passage of the university act of 1858. This delay was largely due to the State's method of managing the public lands, including those held by it for the university, by reserving them for settlement under what is known as the "actual settlers' act," which was simply intended to encourage settlement of the State without reference to any effect it might have upon the interests of education. In fact, it tended to retard the accumulation of school and university revenues on account of the rather gradual disposal of the lands, which, though offered for sale on the most favorable conditions, attracted settlers very slowly, as the lands were mainly adapted for large pastures, requiring but few occupants. The railroad companies, having been granted considerable quantities of land in sections alternating with school sections, for the purpose of encouraging railroad construction in Texas, and on condition of their surveying the lands for the State, took active steps to promote immigration so as to preferably dispose of their own lands. This, while naturally inducing sales of the school sections along with the railroad alternates, was no benefit to the interests of the university further than resulted indirectly from the slow development of the country; for the reason that "every tenth section" of the lands—which tenths, as originally granted to the university, would have aggregated several million acres—had all been diverted by the State constitution as early as 1876 to the free schools; and the million acres which were substituted for them, not being so accessible by railroad for actual settlement, had to be leased as best they could to the stockmen of the country. They were, in fact, largely depredated upon for "free grazing," great herds of cattle, horses, and sheep, whose owners until a few years



O. M. ROBERTS.



ago, when the State conceded the control of the lands to the university regents, paid little or nothing for using them as "ranches" or ranges for their stock. Many, indeed, who thus used the lands did not even live in Texas, and the few persons who availed themselves of the settlers' act generally purchased but a few sections and grazed their stock ad libitum all around them. The State, besides allowing such comparatively gratuitous use of the lands, failed to collect some \$50,000 to \$60,000 due the university for arrears in interest on land notes, and further occasioned the university the loss of some \$30,000 annual income by the action of the State land board in refusing to allow the regents to lease 600,000 acres at 5 cents an acre per annum because the board had fixed a 6 cents minimum for all leases of public lands and would not relax the rule in favor of the university, although the university lands were generally so much less desirable in competition with the better-located and otherwise more valuable school lands.

As evidence of the great disparity in desirability of the school lands as compared with those of the university, State Land Commissioner Hall, in his report to Governor Ross, after citing the facts as to the difficulty of leasing those of the university, recommended that the regents be intrusted with the work and made the following statements:

Of the 2,000,000 acres belonging to the university fund, only 77,437 acres are leased, being a little more than one-thirtieth of the whole, while of the school lands more than one-fifth are under lease. The school lands alternating with other lands, were largely leased by the owners of these alternates. When the present law took effect the school lands, to a great extent, were occupied by established ranches, whose owners leased promptly. Most of these lands were also in reach of population and sufficiently watered for immediate and profitable use for stock raising. With the university lands the conditions are totally different. They are located in large bodies and in solid blocks, so that the lessee is compelled to pay for the whole area appropriated to his use instead of the half, as in the case of the school lands. The university lands are without permanent water and for the most part too distant from water to be utilized. They are also remote from population. Thus the school lands offering superior inducements and attractions and being more than sufficient to supply all immediate demands to lease, it is readily perceived that under the present conditions other results could not reasonably have been expected.

At present there seems to be no demand for the purchase of university lands. Therefore, in order to utilize them for the purpose for which they have been segregated, it is necessary to adopt one of two plans, viz: Either the rental must be reduced and the term of lease extended sufficiently to induce private parties to develop water and otherwise put these lands in shape for use, or else the State must provide the water necessary to make them profitable and available at the price now fixed by law. The latter plan is not desirable, even if at all feasible, with safety to the State; hence it is with confidence that the recommendation is made that the rental of the university lands be reduced to 3 cents per acre per annum and the maximum term of the lease be extended to ten years. Another solution still is to place these lands in the care of the university authorities. The regents of the university are gentlemen in whose hands the interests of that institution would doubtless be entirely safe.

Subsequently, in 1896, the regents were given control of the lands, and within two years' time had leased over 1,000,000 acres.

In their report of 1886 to Governor Ireland the regents say:

In addition to the 50 leagues of land granted in 1839 by the Republic of Texas the State reserved for the benefit of the university every tenth section of land granted or that might be granted to railroad companies or to the Galveston and Brazos Navigation Company. It is estimated that this grant, had it not been impaired by the action of the convention of 1875, would (at that time) have reached the magnificent proportions of 1,600,000 acres, situated in the most thickly settled part of the State and worth perhaps on an average \$5 per acre. It can easily be seen that the land given subsequently, in lieu of this appropriation, is in no sense an equivalent. Had these tenth sections of railroad lands remained as appropriated, the university would now be in no necessity, and, so far as material resources are concerned, it would perhaps be the most completely equipped public institution on the continent.

Unfortunately for the university, the 1,000,000 acres given by the convention in lieu of the tenth sections were not near so valuable and fell vastly short in quantity as well as quality of the grant for which they were substituted.

It is strange that, following the action of the Texas Republic in granting 50 leagues of land for the endowment of two colleges or universities, no mention is made of the land in the State constitution of 1845. Subsequently, however, in pursuance of law, the lands were located and surveyed in the counties of Cooke, Fannin, Grayson, Hunt, Collin, Lamar, McLennan, Hill, Callahan, and Shackelford, and have most of them been sold under laws for that purpose. About 13,000 acres of the McLennan County lands and some 8,000 acres in Grayson County remained in litigation, and provision was made by law to quiet title to them. (Acts of 1879 and 1881.) By special acts of January 4, 1862, December 16, 1863, and October 20, 1866, time for paying interest on the litigated lands was extended. The lands in McLennan County, alleged to have been located in conflict with a Spanish grant to Joachim Moreno, and on which interest had consequently been suspended, had mostly been sold under an act of 1874; and by act of March 6, 1875, it was further provided that settlers upon the Hill and McLennan County lands should not be compelled to pay the amounts due upon said lands until the suit pending in behalf of the Moreno grant had been decided and the title to the land determined. What was considered at the time to be a favorable compromise of the Moreno controversy was effected in 1888, through the efforts of Governor Ross with General Mexia, of Mexico, by which the title to about 6,000 acres of the McLennan County lands was confirmed to the State for the university. Land Commissioner Hall at once placed on sale for the university such lands as had not been sold, which (unfortunately for the university, as the lands have greatly enhanced in value) were only a few hundred acres. The compromise was virtually about one half for the other in quantity, but not in value, as the State agent &

the university was overreached in the matter by the agent of General Mexia. Still the transaction was favorably regarded by Judge George Clark, who was the attorney in the case, as the title was so old and clouded that any recovery whatever was doubtful; moreover the State, it was then supposed, was not likely to substitute other lands for these, though the legislature has tacitly allowed a substitution of some other lands made by Land Commissioner Walsh. There are persons familiar with the matter who do not consider the compromise so advantageous to the university as might be supposed, though quite advantageous to the State. The latter has the benefit of the lands to make good the titles she assumed to confer on the purchasers, while the university, as most of them had been sold by the State, has to accept the State's old price for them (\$1.50 per acre, under the act of 1874, under which the sales were made) instead of an average price of over \$3 an acre, at which some 50,000 acres of the 50-league grant, which included the McLennan County lands, had been sold prior to the administration of Governor Throckmorton in 1866. Some of the lands sold were, in fact, worth from \$5 to \$20 per acre on account of their greatly enhanced value at the time of the Mexia compromise, which in such light appears to have involved considerable sacrifice of the interests of the university.

Land Commissioner Hall while in office furnished the writer the following more explicit statement as to these lands:

The lands secured to the State for the university by the recent compromise in McLennan County had been sold under the provisions of an act of 1874, with the exception of a few small tracts which are comparatively worthless. The relief act of March 6, 1875, extending time for payments for the lands in litigation on account of the Moreno grant, virtually suspended payments of interest on these lands, but since the recent compromise with Mexia, payments have been made of interest and principal in full, and patents have been issued in many instances. From this source the available fund of the university has been largely increased during the present year, in many cases the accumulation of ten years' interest having been paid at one time. Some purchasers wanted the interest abated, but the land office ruled against them, and construed the law to require payment of interest from the date of the contract of sale. Upon that ruling they paid up the interest from the date of contract in accordance with the terms of purchase, and in some instances the interest amounted to much more than the principal. Some of them proposed to pay the principal without the interest and refer the question of paying the interest to the action of the legislature, but State Treasurer Lubbock held that he would receive no payments of the principal till the interest was paid.

The sale of these lands was called in question by a decision of the Federal court at Austin.

It seems strange that any purchaser permitted to settle at \$1.50 per acre for land which was worth from \$5 to \$20 per acre should dicker with the State about paying the interest and contemplate appealing to the legislature for such relief. The university lands, as before stated, are now all in charge of the regents, and are leased in preference to

selling them, the rentals going to the available university fund whereas if sold the proceeds become a part of the permanent fund, of which only the interest can be used for the needs of the institution. Though leased at but 3 cents an acre, results are more satisfactory than heretofore, because they are more actively managed by the regents than they were by the State and are consequently producing better revenue for the university.

Of the lands finally remaining to the university (some 2,221,400 acres, including the original 50 league grant), much, excepting the 50 leagues, was badly located by the State's appointed agents not personally inspecting all the land. As a consequence of the poor selections for the university Land Commissioner Walsh substituted for some of the locations what is known as the "San Elizario grant," on the Rio Grande, in El Paso County, and some other comparatively desirable selections. These selections, as stated, have been tacitly admitted by the legislature; but it unfortunately transpires that the State's title to some 20,000 acres, embracing the town of San Elizario, is not clear, and that no successful effort has been made by the State to confirm the title to the university, which is liable to lose the land by prescription, if not already lost, by the State not securing the testimony of witnesses while they were living, before the regents were given control of the lands.

Besides the sacrifice in the Mexico compromise, the 8,000 acres of university lands in litigation in Grayson County appear to have been lost to the university by the land commissioner who was in office at the time floating and not relocating the surveys. As further shown in a statement to the regents by Professor Batts, the right of the university to every tenth section, amounting to about 10,000 acres, located for the Galveston and Brazos Navigation Company, though not denied, has never been given practical recognition by the State.

Governor Throckmorton stated in his message to the legislature in 1866:

According to report of John Henry Brown, agent for the sale of university lands, there had been paid into the treasury on account of sales of the lands \$126,343, and there remained as yet unpaid as principal \$70,320. The amount of interest paid up to April 18, 1865, was \$48,924, and the approximate interest due up to the future year 1878 was \$55,888.

It was this amount of approximate interest that the State failed to collect, and is doubtless lost to the university, though indirectly, perhaps, as the result of "reconstruction" and interruption by the war.

GREAT FINANCIAL LOSSES.

In their report of January 8, 1883, to Governor Roberts the regents speak of an offer in cash of \$1,350,000 for the first 1,000,000 acres of land donated to the university by the constitution of 1876 in lieu of

the railroad tenth sections. They had no authority, however, to accept the proposition, and the land board, it seems, would not or did not make any concessions in the matter. This was possibly unfortunate for the university, as the price was about a fair average for such land compared with the average which the more desirable 50 leagues as far as sold had realized.

Great losses to the university naturally resulted from the war on account of payments for university lands, which had been sold on annual installments and for long terms, being made in Confederate notes. During subsequent years, known as the "reconstruction period," Comptroller Bledsoe, acting on an opinion of Attorney-General Alexander, based on the reconstruction acts of Congress, ruled that the proceeds of certain State bonds substituted for United States bonds belonging to the university were tainted by treasonable use of the money during the "rebellion," and suddenly dropped the accounts from the roll of the State's liabilities. The bonds, which had been granted to the university by the act of 1858, were taken from the fund of the university and credited to the State's general revenue. Comptroller Darden, finding the items (which aggregated with interest \$134,472 in bonds, besides a Comptroller's certificate for \$10,300 for university land sales) remaining on the books of the office, embraced them in his public-debt statement and asked Governor Roberts to recommend the legislature to pass upon the question of their validity. The recommendation was made, but it was not till 1883 that the legislature finally declared that the bonds, having been issued by the State and the proceeds used for "frontier defense" against the Indians and Mexican marauders, and not in aid of the "rebellion," were valid obligations of the State, and provided for returning the money to the university fund, including the item of \$10,300, although that did not certainly appear to have been used for State purposes. Governor Ross, when a member of the State senate, was quite instrumental in having the bonds replaced as an obligation of the State to the university.

ILLIBERALITY TO THE UNIVERSITY.

In the "reconstruction convention" of 1868 Mr. Sumner proposed a section for the new constitution providing as follows:

All public university lands in the State of Texas that have heretofore been disposed of shall be turned over to the common-school fund, and it shall be the duty of the legislature to pass such laws as shall provide for free schools in every neighborhood in each county.

It was not adopted, and is here alluded to only to show how little regard some men had for these funds, and especially those held in trust by the State for the university. A like spirit manifested itself

twenty years later, when, in the twentieth legislature, Representative Prendergast, speaking against a proposition to return university money used by the State, argued that the State did not owe the university one cent, and that it was only a case of "justified diversion of funds intended for one purpose, but changeable by subsequent enactment;" and another prominent member, Mr. Bell, of Cooke County, declared in a violent speech, assuming the power of the legislature as sufficient argument against any appropriations for the university, that "the legislature could refuse to make any provision for it whatever and starve it out of existence, or demolish it, by tearing down its walls and leveling it to the ground."

In 1888, after Texas had just received nearly a million dollars from the Federal Government as indemnity for defense of the Rio Grande frontier, the friends of the university were buoyant with the hope of having its old claims of several hundred thousand dollars against the State allowed out of the fund, or at least a liberal portion of the amount. Gen. S. B. Maxey, Col. William L. Prather, and Rev. Dr. Carroll addressed strong appeals to Governor Ross; and Dr. Thomas D. Wooten, president of the university regents, Prof. Leslie Waggener, chairman of the faculty, and other prominent gentlemen personally urged Governor Ross's attention to the matter. General Maxey, who was then United States Senator, urged that the university would never have greater need of the funds due it from the State, or the State ever be in better condition to settle. He knew of no principle, save force, that would enable a State acting as trustee to withhold these funds. Governor Ross, however, rather favored the money being placed to the general-revenue account for distribution from that fund by the legislature, and only \$40,000 of the money and a "loan" of \$125,000, mainly for the benefit of the medical college, went to the university.

The regents, in their report to the governor, which was accompanied by a statement from Comptroller McCall of the old indebtedness to the university, earnestly pleaded in its behalf as follows:

The regents are willing to leave the statements of facts by the comptroller to have their proper weight, trusting that the funds borrowed in the time of the emergency of the State will be returned to the regents at the time of the emergency of the university. It may not be out of place to say that in recognizing this claim of the university, which can not be enforced in the courts, the legislature will but follow in the footsteps of the General Government in allowing to Texas an indemnity fund, which the State had no power to enforce or ability to collect. What Congress has just done the legislature can certainly do, especially as in so doing the legislature will not be paying money to an outsider, but will be simply repaying to one department money borrowed from that department to pay expenses of another department, or refunding securities received by order of one department in trust for another, which securities have since become worthless. It may be proper to say here that the claim for money paid in Confederate notes for university lands has not been filed earlier because the facts were not until recently sufficiently known to justify a formal presentation of the matter.



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The action of the governor and legislature resulted in but a limited amount of the million dollars indemnity being granted to the university.

Another disappointment to the university's friends was that an attempt in the twenty-fifth legislature to appropriate some \$60,000 to \$70,000 direct-tax money, which had been recently refunded to Texas by the Federal Government, was abortive, the proposition which was presented by Senator Stone being defeated by but a small majority in the house after almost unanimous adoption by the senate. This was in marked contrast with the action of Missouri, which a few years ago voted some \$648,000—every dollar of her returned direct tax money—to the University of Missouri.

Other disappointments were the repeated refusals of the legislature to appropriate lands to cover what had been taken from the university and given to the free schools; and here it may be noted that in Texas, as in Wisconsin, efforts were made prior to the establishment of the university to get the legislature to distribute the income from that university fund among the denominational colleges in the State.

DEPRIVED OF ORIGINAL RESOURCES.

Commissioner Walsh, who was ten or twelve years in office, furnishes the writer the following statement, throwing much light upon the situation and showing how largely the university's landed interests have been sacrificed by the action of the State:

The land legislation of Texas, so far as it affects the university, has been a series of errors, if we may be charitable enough to so describe a succession of laws which have stripped the university of what would have been an ample endowment.

The fathers of the Republic of Texas, before they had fairly escaped from the dominion of Mexico, granted to the future university 50 leagues (221,400 acres) of land. These leagues were located largely in Cook, Clay, Grayson, and McLennan counties. Having been selected at an early date, they embraced the choicest lands in the Republic, and as the country settled up they were coveted and squatted on by home seekers. The influence of these settlers secured the passage of several acts providing for the subdivision and sale of the 50 leagues. They were cut up into quarter sections and sold to actual settlers at \$1.50 per acre on ten years' time, with 10 per cent interest. The statutes of the State from that date until the adoption of the constitution of 1876 will show at each succeeding session "An act for the relief of purchasers of university lands." The object and effect of these various laws was to cancel previous obligations of purchasers, remit due interest, and allow a repurchase at the original price. The result was to finally dispose of these valuable lands at a price far below their actual value and to deprive the university of a large sum due for interest. In addition to these losses, a conflict with an old Mexican grant in McLennan County caused the loss of several thousand acres.

In 1854 the State provided for a subsidy of sixteen sections of land per mile for construction of railroads, to be located in alternate sections—that is, for each of the sixteen sections surveyed for the railroads a section adjoining should be surveyed for the common schools. It was further provided by act of 1858 that every tenth so surveyed for education should be set aside for the university. Under this statute the university was entitled to something over 1,000 acres of land for each mile of railroad built, and the law remained in force until repealed by the constitution of 1876. At the

date of this repeal the railroads had received grants for near 1,800 miles of road, and the university was then entitled to something over 1,750,000 acres. These locations, it must be remembered, were not grazing lands on the plains, but were situated in such counties as Dallas, Navarro, Ellis, Bell, Harris, Fort Bend, Williamson, and others, embracing the choice agricultural lands of the State. The constitutional convention stripped the university of this magnificent endowment and substituted therefor but 1,000,000 acres, which when surveyed could only be secured in Crockett and Tom Green counties, where the lands were all much less valuable than in the other counties. Thus 1,750,000 acres, worth then an average of \$5 per acre, were taken away, and 1,000,000 acres at 50 cents an acre were substituted. In the selection of this western land it was discovered that about 25,000 acres of irrigable land, situated on the Rio Grande, below El Paso, was wrongfully claimed by speculators under a grant already satisfied, and this amount was embraced in the land surveyed for the university. If proper steps had been taken by the State, this land might now be yielding a handsome revenue; but the blight which seems to rest upon all university lands has settled on this, and so far nothing has been done to assert the right of the university.

In conclusion, let us sum up what the university should have had, if the intentions of our early legislators had been respected:

Fifty leagues, at \$1.50 per acre.....	\$332, 100
Ten years' interest, at 10 per cent.....	332, 100
1,750,000 acres, at \$5 per acre.....	8, 750, 000
Interest on deferred payments (say 25 per cent).....	2, 187, 500
Total	11, 601, 700

It is doubtful if the university will realize 10 per cent of this amount from land donations. Twelve million dollars will probably not more than cover a close estimate.

ACTION OF THE REGENTS AS TO NEGLECTED INTERESTS.

As has been seen all along in the course of the history of the university, the regents have vainly endeavored to prevent adverse action of the legislature toward the institution. They have not been indifferent to their duties, however, in presenting the facts and pressing upon public attention the university's financial and landed interests. As further evidence of this, some extracts from the record of their proceedings are of important interest.

At their meeting September 17, 1889, the following resolution, offered by Regents Todd and Simkins, was adopted:

Whereas there are outstanding land notes belonging to the permanent university fund aggregating some \$110,200 upon which there is due a large amount of unpaid interest, most of which extends back to the past ten years; and

Whereas the purchasers of said land are claiming that said interest is barred and are refusing to pay the same, and there is imminent danger that longer delay may cause considerable loss to the university fund; and

Whereas the State treasurer has been and is unable to collect the same by written demand on said parties: Therefore, be it

Resolved, By the board of regents of the State University that the attorney-general be, and he is hereby, requested to take immediate steps for the purpose of collecting said interest and establishing the same as a debt upon the lands, or else cancel said contract and recover said lands.

Again, at their meeting February 11, 1890—

Regent Wooten reported that the attorney-general was disinclined to sue upon the past-due land notes of the university, the ground of objection being that it would necessitate many suits in many different and distant parts of the State, to be conducted in many instances by either unreliable or incompetent persons.

Regent Wooten also reported the opinion of the attorney-general to be adverse to our right to demand the issuance of State bonds for the investment of the present uninvested permanent university funds (some \$35,000). The attorney-general holds it illegal for the State to issue bonds unless it owes a debt and wishes to borrow funds, and that this is not the present status of the State's financial condition.

Regent Wooten also reported that Land Commissioner Hall had taken no definite action looking to securing and selling a tract of land belonging to the university in Collin County.

Regent Prather reported to the effect that the university probably did not get a fair division in the apportionment of the lands in McLennan County, heretofore in controversy between the university and certain foreign claimants represented by General Mexia; that the agent of Mexia was very familiar with these lands and rather dictated, as it were, the division. Mr. J. P. Surratt represented the university's interests and Mr. Stephen Tuner was appointed by the court. Mr. Surratt endeavored to protect the State's interest, but was rather overreached in the transaction.

As to these proceedings the records of the regents further show that Attorney-General Hogg subsequently recommended that the suits referred to in the resolution of Messrs. Todd and Simkins be instituted, and it is to be presumed that steps for that purpose were taken by that officer, but as yet nothing has been realized.

OFFICIAL OPPOSITION.

There seems to have been a disregard of the protests of the friends of the university as long as it was in embryo, with no constituted head to represent its interests. There was much early and long-continued indifference to the establishment of the university, and preference instead for the common schools as sufficient means according to the popular view to be provided at the expense of the State. Opposition in the matter was voiced by such leading men as General Houston, Governor Ireland, and others prominent in office. General Houston, while governor, is reputed to have combatted the proposition to establish a university as being "a project for favoring the rich at the expense of the poor;" but as far as the writer is advised the statement is not clearly authentic. If he was really opposed to the establishment of such an institution during the period of his administration, it was possibly not so much on account of objection to university education *per se* as a system for State adoption, as from an idea that Texas was not then prepared for such an advance in educational methods. Certain it is he did not hesitate in his message to the legislature in 1860, to recommend as a war exigency for frontier defense from the Indians,

the using of the one hundred thousand dollars of bonds belonging to the university. He opposed selling the university lands, and declared that in his opinion "the establishment of a university was a matter alone for the future." Even here it was significant that he alluded to further use of the university lands as a means for advancing "the cause of education" and not particularly the interests of the university.

PROPOSED SYSTEM OF PREPARATORY SCHOOLS.

Governor Ireland's opposition to the early establishment of the university may have been owing to a preference for the common schools as being quite sufficient and all that the State could then afford or be expected to provide; but his idea more properly perhaps was, without really opposing the organization of the university, to have a more diffused system of higher education by means of "district colleges," fairly distributed as "feeders for a university," and have the university await the establishment of the colleges before putting it into operation, and then to inaugurate it on a grand scale. State Senator Pfeuffer was noted for his advocacy of something like this policy, and for his introduction of a bill accordingly while a member of the legislature during Governor Ireland's administration; in which bill, among other features, he provided for establishing 'one university preparatory school in each Congressional district in the State, under control of an auxiliary professor, at a salary of \$1,500 per annum, to be appointed by the board of university regents, which schools shall be organized as high schools, in harmony with the university course, and serve as feeders to the university.' Only one of the regents, Dr. Hadra, objected to early opening of the university, taking sides with Governor Ireland and Senator Pfeuffer and contending that the movement was premature. The Pfeuffer bill, however, which was rather speciously entitled "A bill to perfect the university," did not pass in either branch of the legislature, but great influence had to be brought to bear by the regents and friends of the institution to prevent its passage. This was virtually accomplished by the efforts of Judge Terrell, Regents Simkins and Shepard, and other able advocates of the university's interests.

Col. Ashbel Smith, first president of the board of regents, Dr. Wooten, and other members of the board, most of the governors of the State, Comptroller Darden, and other State officials, Judge Terrell, Senators Maxey and Wilcox, and other active workers in its behalf, had all along urged the policy of opening the university upon a moderate basis, and relying upon the liberality of the State and the pride of the people to maintain and build it up to mature proportions. They fully realized what Dr. Mallet stated in an address at the inaugural exercises at Austin, that "such institutions are not built up at once by any masterly methods of construction, but have to take root and branch



ASHBEL SMITH

out and grow like a tree, and to flourish must have a fruitful field, light, the heat of the sun, and the refreshing showers of generous influences." But the legislature, as the law-making power and determining factor in such matters, was too capricious and uncertain in its treatment of the university, whose organization as a consequence, notwithstanding its largely planned but subsequently greatly diverted endowment, was retarded for over a quarter of a century.

IMPOLICY OF SCATTERING BRANCHES.

An important matter in the history of the university, and one which may or may not be to the best interests of such institutions, was the scattering of its branches by allowing their sites to be determined by popular vote in deference to sectional demands. Independent of the unwisdom of such decentralization, this policy weakens the main organization by parceling out its forces so that they can not be operated as advantageously or economically as when centered at the domicile of the parent establishment. It is on account of such policy, as noticed by a French critic, that perhaps "not more than ten or a dozen American universities possess all the advantages essential for higher education;" and it is for such and other reasons that not only removal, but even entire reorganization of educational institutions, has been found advisable, as on account of some great change in public policy, or peculiar development of the country, or unhealthful or otherwise injudicious location. The removal of the old college of William and Mary of Virginia to Richmond, though successfully opposed by Jefferson because it conflicted with his plans for the University of Virginia, would, as Dr. Herbert Adams expressed the opinion in his history of the college published by the United States Bureau of Education, have been "a fortunate thing for the college and for the State at large if all interests could have been united." In selecting the site for the University of Virginia, Jefferson was so impressed with the importance of making no mistake that he took into consideration a census which he caused to be made showing the number of old men in proportion to population, to evidence the healthfulness of the situation.

In the case of the Texas University, it would doubtless have been best, if all interests could have been combined, to centralize its branches with the parent stem at Austin; and even yet, as has been suggested, such a step may be advisable as to the Agricultural and Mechanical College if it is to be fully recognized and not technically regarded, as it practically is, as a branch of the university, provided, of course, the consent of all properly concerned can be secured; and this not only for various reasons which might be presented, but largely because the university, in its entirety of trunk and branches, would have the many great advantages which association with the seat of government naturally affords. As the relations exist it might be well if the college

could in some way be dissociated entirely from the university, with an increased and sufficient endowment separate from that of the main institution.

The location of the university was a matter of such rivalry that a number of places contested for the prize, resulting in Austin winning, Tyler being second, and Waco third in the race. Austin perhaps made the strongest effort, and had the advantage of being the capital of the State. Many of the prominent and wealthy citizens of Austin took active part in the work, and employed a number of young men to canvass the State in that behalf, while some ten or more of the other contesting points had zealous advocates representing their respective merits before the people.

NO UNIVERSITY TAX.

The great expense of providing for higher education was, in Texas as in other new States, the chief cause of opposition to the early establishment of the university. With many, taxation for the schools was right enough, but a university was deemed too extravagant in proportion to its limited operations compared with the work of the schools; while the idea of a university tax, such as other States levied with so much satisfaction and success for the early and rapid promotion of their universities, seems never to have entered into the calculations of Texas lawmakers. Nor to this day, though the question has been ably discussed in the public press, has such a proposition been presented in the legislature, while on the other hand a liberal tax is voted every session for the school fund.

Section 48 of Article III of the constitution, which under proper construction of its expressed "requirements and limitations" as to "the support of public schools" makes the university a constituent beneficiary with the common schools in the general school-tax provision for all purposes of education, has heretofore been either overlooked or disregarded, not only so far as concerns providing a university tax, but also as to appropriations for the university from the general school fund. The legislature, however, under its construction of section 14, Article VII, of the constitution, has perhaps properly enough refused to supplement the university fund with appropriations from the general revenue for "university buildings," except when the grants were expressed as "loans." Such grants were made in a few instances, and, fairly enough to the university, were so conditioned as to make them about equivalent to donations.

AGRICULTURAL AND MECHANICAL COLLEGE BRANCH.

Naturally the name and purpose of the Agricultural and Mechanical College branch of the university, briefly known as the "A. and M. College," which had been located at Bryan before the university

was organized at Austin, made it a special favorite with the great masses of the people, more particularly the farmers and other laboring classes, and consequently a decided majority in the legislature was ready and anxious at all times to serve the interests of the college as per se the "farmers' college," rather than those of the university, as though the university was not the farmers' university and as great a heritage for them to be proud of as the college, especially as the university afforded advantages which the college did not for the education, not only of their sons, but their daughters also. By taking advantage of this partiality, however, and extending the college studies to meet the educational views of the farmers the college so grew upon their affections that nothing could affect them in their attachment for it.

Not only was the legislature disposed to maintain the college largely at the expense of the university and somewhat regardless of the latter's interest, but there was manifestly little inclination to reconcile anomalous and, as Governor Roberts had suggested, "possibly mischievous relations" by more closely affiliating the college as a university branch, till in 1896 there was held at the college a joint session of the governing boards of the respective institutions. Whatever object was contemplated by this meeting, no practical reciprocity of importance resulted. Only some minor arrangements for correlation of studies in the science and engineering departments, and other matters not materially affecting the question of unification by reorganization of the parent university and the so-called branch institution, were accomplished, though the regents were strongly impressed with the general merits of the college and its good work in the special lines of agricultural, mechanical, and military instruction.

For several years before the university act of 1881 went into effect the college, which, as stated, had been made a university branch by the constitution to entitle it to the benefit of university funds, was, as already shown, largely maintained by appropriations from that source. This was done while the funds were needed to put the university itself into operation and without regard to the fact that the college was the beneficiary under the Federal land grant of 1862 for endowing agricultural colleges in the several States, and that its share of the bounty had been sold and the proceeds bonded for some \$209,000 for the college's separate endowment. Independent of this bounty, the State itself had made appropriations for the college at every session of the legislature till they had aggregated several hundred thousand dollars, much of which, as stated, was taken from the university fund, and had provided the college with ample quarters and improvements long before it was possible for want of the funds to operate the university; the college, in fact, being opened for students in 1876, and further operated, under the constitution, as a branch of the university, while,

on the other hand, the main university at Austin was not opened till 1883, the medical branch at Galveston not till 1891, and then only by means of material cooperation of the city and liberality on the part of some of the citizens of Galveston. All this left the establishment of the "colored branch," as it is called, but a remote possibility, which is not even yet realized. As to the Agricultural and Mechanical College, it has recently been proposed by a movement of some prominent ladies to get a girls' industrial annex provided for it, which, of course, would more largely popularize the college, as it would afford such facilities as many consider sufficient for the education of their daughters in addition to the special advantages which the college already affords for the education of their sons.

CHARGES AGAINST THE UNIVERSITY.

Some of the more prominent of the church schools took up the cudgel of opposition to the university by charging that some of the professors were not orthodox in their views of religion and inculcated infidel ideas in the minds of the students. Some of the teachers in the public schools, too, complained that Texas teachers were slighted in making selections of university professors. The feeling in the matter was perhaps intensified to some extent by articles in the papers by one of the most distinguished members of the faculty, Dr. Dabney, as to the character of instruction in the public schools, and by charges made by the State superintendent of instruction, Professor Cooper, against the management of the university regents, besides reflecting upon the teaching qualifications of some of the members of the faculty as well as upon the merits of the standard of instruction in the university. Added to this there were complaints in the public prints that political economy was taught in the university with too much bias, notably as to the tariff and currency questions, and it was contended that rather than this should be done the chair of political science should be abolished. The question was presented in such way as prompted Dr. Waggener, as chairman of the faculty, in an able article which was published, to justify political teaching in such institutions. Latterly certain members of the legislature took exceptions to the alleged teachings by Professor Houston as to "Southern rights," and more particularly on account of a book which he had written, and was supposed to be using in his lectures on the doctrine of "nullification." In Professor Houston's case the legislature ordered an investigation, and it was shown that he had made no reference to the book in his lectures, and further that he had uniformly presented the arguments on both sides of all political questions discussed in his classes.

THE UNIVERSITY AND POLITICS.

As a matter of instructive interest, to show how cautiously instructors in State institutions must venture in political action and utterances, the following extracts are taken from the minutes of the proceedings of the university regents of September 4, 1895:

Regent Ball made the following statement and motion, which was adopted:

It having been brought to the attention of the board of regents that certain statements were being publicly made by responsible parties to the effect that Professor Houston, of the school of political science had, during the course of several lectures delivered by him in advocacy of certain financial views he entertained, used unpleasant epithets, coupled with arguments as to the doctrines held by that political party known as the "silver free-coinage party;" and the board being of the opinion that if said statements were true said professor should be admonished that the best interests of the university required that discussion of such political questions during the course of lectures by any professor should be conducted with all proper courtesy and respect for the opinions of others; and that he be further advised that the assumption of personal warfare and methods of discussion by any professor should be avoided; and that accordingly the chairman of the committee on instruction be directed to interview Professor Houston, personally, and ascertain, if possible, the truth of such statements, and that if they proved to be true, that Professor Houston be admonished to desist from any course that would be likely to excite political animosity or censure.

Regent Ball thereupon reported verbally that he had interviewed Professor Houston in accordance with the foregoing resolution, and that the professor had emphatically denied the statement to the effect that he had used the above, or anything savoring of epithets concerning the free-silver party or measures, but on the contrary he said he had simply attempted to fairly state the arguments to his class on both sides of the controversy, and had carefully refrained from expressing his own views either way concerning them. He further assured me, and promised as an instructor, that as he believed it to be inadvisable to bring that topic prominently forward in his lectures he would in the future, if possible, avoid all reference to it, at least during the present heated contest of the controversy on that subject.

Again, at the same session of the board Regent Prather stated that he had recently attended a meeting of the National Association of Teachers at Denver, and at that meeting an address was made by Dr. Baldwin, professor of pedagogy in this university, and that Dr. Wooten has since received a communication from ex-Governor Roberts regarding that address, which was delivered the day before he (Regent Prather) reached Denver.

An item concerning the address referred to, published in the Galveston News, was read by Secretary Lane, as follows:

Joseph Baldwin, of Austin, Tex., treated the subject of "Patriotism of the Southland." He said the people of the South rejoice to-day that the "lost cause" is a lost cause. The great question in the South is the lifting up of the colored man to citizenship, and it is being done. He spoke in defense of the whites restricting the political rights of the blacks.

Regent Prather explained that Dr. Baldwin was substituted for some one to whom the subject had been assigned. So he presumed

it was entirely an impromptu address. The letter of Governor Roberts was read, and thereupon Regent Bryan moved the minutes show that "the communication from Governor Roberts was received and read to the board, and that on motion the same was ordered to be filed with the secretary of the board." Regent Ball moved to amend by adding that "all the members of the board present expressed their concurrence in the views stated therein, but, at the same time, the matter being without their jurisdiction, and the sentiments expressed by Dr. Baldwin appearing to be his individual sentiments alone, and on the line of his topic, it is the opinion of the board that no action be taken concerning the same." The amendment was accepted and the motion adopted. The regents present were Messrs. Ball, Bryan, Cowart, Henderson, and Prather. Absent regents: Brackenridge and Thompson, and the president of the board, Dr. Wooten.

At the same session of the regents President Wooten himself was taken somewhat to task by action of the board on account of his address in conferring degrees upon the university graduates containing strictures on Governor Culberson's action with regard to university appropriations and university interests. Motion by Regent Henderson was adopted that the secretary be instructed to record the action of the board taken in executive session to the effect that—

The matter, having been discussed by the board, Dr. Wooten assumed the entire responsibility of the statements made by him, and added that his address had been prepared and delivered by him without consultation with the regents and was made upon his sole responsibility, and that he was willing to publish any statement assuming such responsibility that the board might desire; and that accordingly the following statement was submitted and agreed to by Dr. Wooten for publication, and that further the members of the board disclaimed any responsibility for or knowledge of the president's intention to make the criticisms on the action of the executive.

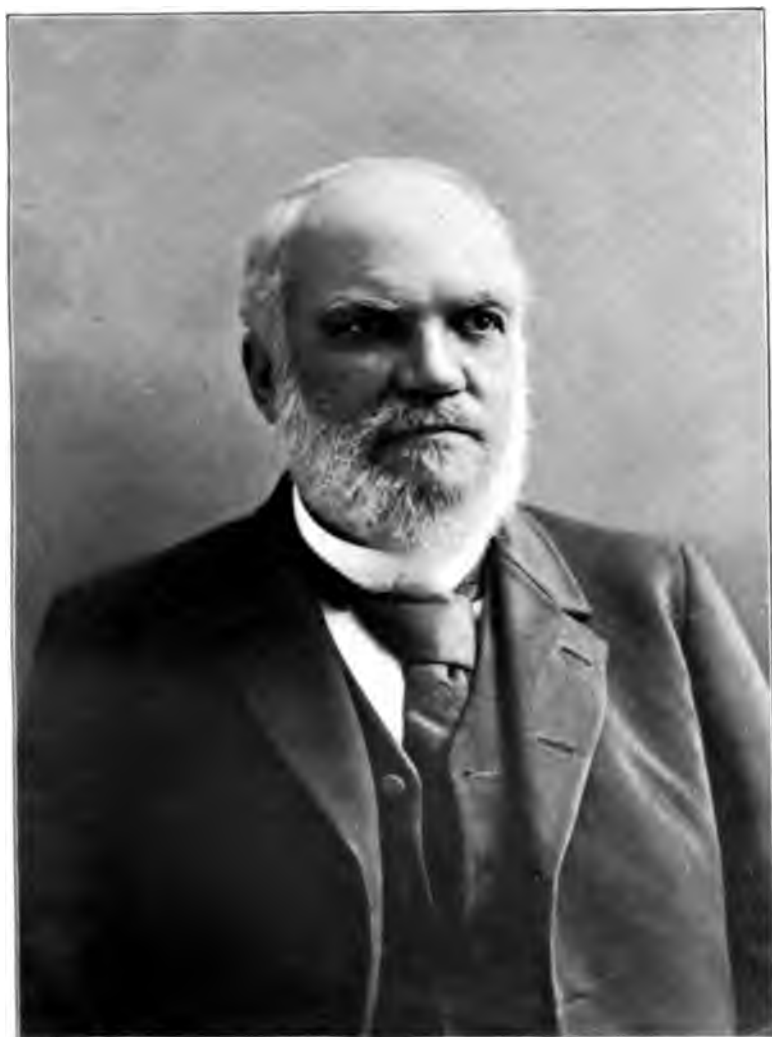
As published in an Austin paper, the statement reads:

In reference to the address of Dr. Wooten, so far as the same may seem to reflect upon and criticize the action of Governor Culberson, Dr. Wooten requests us to state that the remarks made by him are merely the expression of his own individual opinion, and are in no sense an official and authoritative announcement of the views entertained by the other members of the board. He further requests us to state that the address was not submitted to the board, and the members thereof had no knowledge of its character and contents before its delivery.

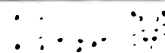
Dr. Wooten's strictures, which were eliminated from the newspaper reports of his address, were induced by the governor's disapproval of certain items of appropriations for the university authorized in the general appropriations by the legislature.

COMPLICATING UNIVERSITY AFFAIRS.

Several important questions which have been presented, and in some instances have more or less complicated university affairs in other



THOMAS D. WOOTEN.





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States, have not occurred in the history of the University of Texas—such as the propriety of the appointment of lady regents by the governor, or their selection by vote of the people, as joint members, in the interests of coeducation, of the board of regents; the election of all or some members of the board by popular vote; providing for larger boards, as in other States, in order, it is claimed, to prevent cliques, avoid ruts in the management, and get out of difficult situations in university affairs, and in some instances, unfortunately, merely to put such institutions in line with the dominant political element of the State. Independent of such issues, it is not out of place here to suggest, for general information, that new States which have not fully organized their State universities can learn valuable lessons in several important respects, notably as to their endowments and State supervision in the promotion of higher education, by close study of the history of the University of Texas and those of Alabama, Arkansas, Indiana, Iowa, Louisiana, Maryland, Missouri, Michigan, Minnesota, Virginia, Vermont, New Hampshire, Nebraska, Wisconsin, and perhaps others, most of which have been elaborately presented in special publications of the Bureau of Education at Washington.

PROFESSORS AND STUDENTS AS POLITICIANS.

There is one thing of which the writer, with all his friendship and interest in the university, feels justified in expressing his disapproval. That is the part taken by students, and in some instances by professors, in politics; and this for the reason that the university is not a partisan but a strictly nonpartisan institution. For the same reason, as it is nonsectarian, no special privilege or partiality for any church should be countenanced, but all be regarded with equal favor in every movement affecting the social organizations connected with it. It is true that students old enough to vote are at liberty to form political clubs, but that does not make it wise for them to do so; and as for students who are minors, they certainly should take no part in club meetings, political conventions, and elections and public demonstrations simply because, if Democrats in their sentiments, the Democratic party, as happens to be the case in Texas, is in the ascendancy. The university belongs to the State, to the whole people, and not to any political party, and siding with any party naturally provokes dissatisfaction from all other political organizations. It is idle to argue that such action has its precedents in other universities, for precedents can be wrong and not justify such "new departures" in university affairs.

EDUCATIONAL EXPANSION.

One trouble, perhaps, in educational work has been that up to recent years the South, on account of its slower educational development,

has not been so productive of great educators as the North, nor has it been able to keep up with the North in matters of university extension, or such novel schemes of educational expansion as the recent one of the "Cosmopolitan University," inaugurated by Mr. John Brisben Walker, of the *Cosmopolitan Magazine*. The authorities of the Texas University, however, are awakening to the more important educational revelations of the day, and, among other measures, propose, in accordance with General Wheeler's suggestion, to expand its educational advantages to Cuba, Porto Rico, Hawaii, and eventually perhaps to the Philippines. The Walker scheme of a comparatively inexpensive education and continued instruction to persons of any age or station in life, without the necessity of attending a university away from home or their places of work or business, has been a success because it supplies a great public desideratum—a cheap education to all classes and conditions of the people. Whatever the University of Texas may do, whether in eccentric or concentric orbits, to meet the more general demands for educational service will best promote its success, and in this way it needs just now a fine technological department for male students and an art and music department for the special benefit of the girl students, such as are provided at many Northern institutions. The University of Texas should be as complete for the State's benefit as a national university should be for the educational demands of the whole country. What Mr. Walker expresses as to the objects and success of his novel enterprise is of appropriate interest here to the friends of the university and to all concerned in the work of university expansion or extension of university work:

The educational work of the *Cosmopolitan* was undertaken with the intention of demonstrating a deficiency in the educational facilities granted by the State. The idea was this:

We educate the child up to the point when it is just about to begin to think. Then we stop. But it is the education received after the student begins to think that is of the most importance to the State. It is this thoughtful study that makes the good citizen, the good husband or wife, the efficient workman, and the desirable neighbor. It is study after leaving the primary schools and colleges that counts most in the affairs of life, because this class of study is done understandingly and usually with a direct end in view.

Why should the State go forward just to this point and then suddenly drop the student upon his own resources? Why should not every man or woman who desires to improve be provided with needed facilities and so encouraged to rise to a higher plane of usefulness to the State?

Prior to the *Cosmopolitan's* effort there was a prevalent belief that no such class of persons existed. Legislators argued that there could be no reason for provision being made for a class that was nonexistent.

The best way to combat so generally accepted an error was to demonstrate its falsity practically. The *Cosmopolitan University* was established for this purpose. The first declaration brought an immediate response from the circle of *Cosmopolitan* readers. Over 21,000 students made application to enter the *Cosmopolitan University*

the first year. A little effort would have increased the number of students to 50,000, drawn exclusively from Cosmopolitan readers.

No better demonstration could have been made. We know now that there must be a class aggregating close on to a million people anxious for that education for which to-day the State does not provide. Yet the expense of providing for this class of in-the-home education is insignificant in comparison with the more costly methods of primary education.

What should be the outcome of all this?

It is clearly the duty of the National Government to provide a great central university, presided over by the ablest educational minds, to which the students seeking knowledge, but scattered throughout the land in places where the local educational facilities are insufficient or inapplicable to their cases, may turn for guidance and to which they may submit their difficulties.

The Cosmopolitan has undertaken to provide for these for a time, but its means do not permit it to take care of a twentieth part of those who would avail themselves of the help of a national correspondence university.

These ideas are supported not only by the facts demonstrated, but by many of the leading educators of the country; and the time is now for carrying them into execution. It has accordingly been determined to have presented in Congress this winter a bill which will provide for the organization of a national university and its proper maintenance. It shall be under national control, but its government shall be by a board of trustees, nominated one by each of the great universities, free from personal interest and entirely removed from politics. The friends of education in the press, in Congress, among the great universities, and among the people are asked to give their earnest cooperation.

Dr. Winston points the facts strongly as to the slow development of higher education in Texas in a recent address at Nashville, in which he said:

It can not be denied that the Southern States have failed to make adequate contribution to the literary and scientific wealth of the world. This failure was due, not to lack of individual power or character, but rather to the environment of slavery, and to the false theory that government is intended solely to restrain wrong doing and [not] for the active help of right doing. This environment and this theory for two hundred years prevented public schools and retarded the development of the Southern States in manufactures, in commerce, in agriculture, and especially in literary, scientific, and artistic culture.

The South, freed from the fetters of slavery, is leaping forward with amazing rapidity. The commercial and industrial activity of this generation surpasses that of the hundred years preceding. But the old theory of government remains to hinder public progress and obstruct every improvement.

Education is a public and an economic necessity. The struggle between the North and the South was at bottom economic. It was a contest between educated labor and labor uneducated. The same struggle is going on to-day and will go on forever. The State that lets her children grow up uneducated or half educated, that fails to sharpen their intellects, inspire their souls, develop their consciences, strengthen their bodies, and train their hands, condemns them in this age of universal and ceaseless competition to lives of poorly-paid labor and social unhappiness. There is need of the best culture that can be provided, extending from the kindergarten to the university, and free to all the youth of every community. There is nothing socialistic in this theory. It is based upon the common sense and the progressive spirit of the American people.

The Agricultural and Mechanical College, though claimed to be "the technical branch" of the university, has its separate board of managers, acting entirely independently of the university regents, and publishes its own catalogues of students, whose names never appear upon the university registers. This and other anomalous conditions in the government of the two institutions induced Governor Roberts, in a message to the forty-seventh legislature in 1882, to suggest dispensing with separate boards and enlarging the number of regents, so as to incorporate the college directors and the regents together in one body.

There is no use for two boards. A positive disadvantage might often result from a want of harmony between them. With a common control by the board of regents over all of the branches, and provision of ample means to support them all and build them up gradually together according to the relative importance of each one, no strife for the advancement of one to the prejudice of the other would be allowed to exist, and each could have its due share of promotion according to the means at command and as would best forward the interests of the country.

The regents themselves strongly presented this anomaly as to the two institutions by stating that while the college at Bryan is entitled to say that it is the technical branch of the university at Austin, the university at Austin is not entitled to say that it has a technical branch at Bryan. They add:

If the college at Bryan is a branch of the university, the university certainly has a branch at Bryan, and the regents, as the governing body of the university, should control and regulate this branch. An independent board as the governing body of a dependent branch is a contradiction in terms—an absurdity and element of mischief.

On the other hand, the college directors contended that—

The matter involved is a mere question of administration and not of art. If the college can be more successfully operated by a board responsible directly to the legislature and more representative of its interests, then a mere question of appropriation of funds should not be allowed to interfere with its success. As now, both boards can biennially present their estimates to the legislature, and with a full knowledge of both wants and resources the legislature will appropriate from the university fund the amount to which this college may be justly entitled.

ELECTION OF A UNIVERSITY PRESIDENT.

No action resulted from Governor Roberts's recommendation as to separate boards of management, and it remains that the college authorities, as well as the legislature, seem indisposed to make any change in the college and university relations. Singularly enough, too, the regents as a body had never, up to the time of the governor's recommendation, met at the college; nor have they since, till in December, 1896, and then only in response to the invitation of the college

authorities for a joint session with the college board. This meeting was held after Governor Ross, president of the college, had been suggested among others for the university presidency, but it was not called till after the legislature had authorized the regents to elect a president. It was at this time, but in a separate session of the regents at the college, that the regents, having previously at a meeting at the medical college in Galveston selected Dr. George T. Winston, of North Carolina, for "president of the University of Texas," confirmed the appointment by official notification to him by telegraph, and were notified in the same way of his acceptance, in accordance with previous correspondence with him on the subject and an understanding as to the requirements of the position. He was further amply empowered for discharging the duties of the office, his salary being fixed at \$5,000 per annum, with a liberal allowance of funds for traveling expenses and lecturing in the interests of the university, besides being provided with a private secretary and university registrar to facilitate his work. Up to this appointment Dr. Winston had served with great success as president of the University of North Carolina. His salary under his new service as president of the Texas university was apportioned for payment, one-third to the account of the medical department at Galveston, and the balance to the main university at Austin—the regents having no authority to place any portion of it against the Agricultural and Mechanical College, and the college board making no proffer to share in any way the new expense incident to the presidency.

Among those besides Dr. Winston and General Ross who were prominently suggested for president of the institution were Judge C. L. Hume, a distinguished attorney of Galveston, who was the first one elected, but declined; W. L. Wilson, subsequently of President Cleveland's Cabinet; Dr. William M. Thornton, of the University of Virginia; Prof. Woodrow Wilson, of Princeton; Prof. William E. Smith, of Tulane, and others with whom there was some correspondence.

REORGANIZATION PLANS.

General Ross, while governor of the State, had been solicited and had consented to become president of the Agricultural and Mechanical College, to which position he was consequently elected soon after his retirement from the executive chair. This was considered by many as a stepping-stone to the university presidency, for which he would have been a very popular selection on account of his being a great favorite with all classes of the people and a man of marked firmness of character and superior administrative abilities.

As to the Agricultural and Mechanical College, it does seem that a great State like Texas should hesitate at no expedient or means of

changing its anomalous relations to the university, if in no other way, by dissociating it altogether from the university, with a distinct endowment from the State, to be used for its sole benefit, and without further recourse to university funds.

One of the most comprehensive and at the same time justly liberal propositions all round was a bill introduced in the legislature in 1886 by Representative McGaughey, subsequently State land commissioner, entitled "An act to pay the old indebtedness of the State to the University of Texas, and to give the regents control of the university lands; to better establish the relations between the university and its branches, by placing them all under a new board of management and giving them each additional and separate land endowments out of the Pacific railway reservation; and making provision for acceptance of donations from the executor of the Sealy estate for the early establishment of the medical department of the university at Galveston." The main object of this bill was to increase the land endowment of the Agricultural and Mechanical College to an extent that would be satisfactory to the friends of the college, as an independent endowment of its own, to be accepted in lieu of any future appropriations to the college from the funds of the university. The bill, however, was never reported back to the house.

Another bill, by Senator Glasscock, and one by Representative Gresham, both giving the regents of the university control of its branches and of its lands, and other like measures, were not acted on, adversely reported, or otherwise defeated. The legislature would not even entertain such measures for discussion, nor would it countenance a proposition of Representative Hudgins, of Bowie, which Representative Moore, of Travis, among others, most earnestly advocated, to pay the university some \$212,000 (including interest) in place of university funds used by the State.

PRIVATE BENEFACTIONS.

Besides giving the regents control of the university lands, the legislature provided for acceptance of grounds and contributions for the medical college buildings, including the Sealy Hospital—a gift from the John Sealy estate for the use of the college—and the college building, grounds and hospital equipment, which last were partly contributed by the city and some citizens of Galveston on condition that half the amount of their value be provided for by the State, which was done. These acquisitions have but recently been followed by the handsome gift of a fine dormitory building by Regent Brackenridge, and some \$35,000 from the John Sealy heirs for various additions and improvements to the college and hospital, all of which add very materially to the general advantages of the medical department of the university. The

buildings occupy the same block and are well equipped. All are models of beauty and usefulness in design, and are delightfully situated on the beach of the Gulf of Mexico. The aggregate value is about \$335,000, including the grounds.

In contemplation of his donation of the dormitory building Colonel Brackenridge in May, 1896, had authorized Laura Ballinger Randall and Harriett Brooke Smith, as trustees of a fund placed by him to their credit, to proceed to acquire a suitable site and arrange for the erection of a building to be known as "University Hall," which should afford the comforts and privacy of a home, at the least possible cost, to all women who may enter the medical department of the University of Texas.

Before the work of the trustees had advanced beyond the preparation of provisional plans for the structure Mrs. Smith unfortunately died, and following her death, by the wish of Colonel Brackenridge, the committee was reorganized so as to consist of Mrs. Randall, Dr. Edward Randall, and Dr. Allen J. Smith. On the occasion of the commencement exercises of the medical department in May, 1898, in the Grand Opera House in Galveston, the trustees, having been so empowered by the donor, formally presented to the regents of the university the new hall, which was publicly accepted in a beautifully appropriate address by Regent Henderson. Upon the evening of the same day the regents, through the chairman, Dr. Wooten, at a public entertainment held in the hall, vested the active management of the building in a committee of managers previously selected, composed of ladies of the city of Galveston, together with one member of the faculty of the medical department.

It was the desire of the regents to have the building known as "Brackenridge Hall," but the donor objected, and it was named instead "University Hall." In accepting it the regents, by resolution, expressed and recorded their "grateful appreciation of the wise philanthropy of Mr. George W. Brackenridge in donating University Hall for the promotion of the education of women in the medical department of the University of Texas." And for the proper carrying out of this purpose they directed that the management of the hall should be under the control of twelve lady managers from the city of Galveston, to wit, Mrs. Andrew G. Mills, Mrs. George Seelingson, Mrs. F. D. Minor, Mrs. G. E. Mann, Mrs. Thomas J. Ballinger, Mrs. C. E. Mensing, Mrs. Sealy Hutchings, Mrs. W. S. Carter, Mrs. R. Waverly Smith, Miss Mary H. Davis, Miss Agnes Campbell, and Mrs. Edward Randall. Dr. Allen J. Smith was added as the faculty member, and subsequently Mrs. H. P. Cooke, Mrs. J. F. Y. Paine, and Mrs. James E. Thompson were appointed to fill vacancies. The board is self-governing, except that from time to time it reports to the regents of the

university, and is self-perpetuating—electing new members as occasion requires. The officers first serving are: Mrs. Mills, president; Mrs. Minor, vice-president, and Mrs. Randall, secretary and treasurer.

The building is a spacious edifice of composite architecture, measuring 75 feet front by 54 feet net side depth of the main portion, and 96 feet full side measurement. The first floor comprises a fine lobby, offices and anterooms, kitchen and pantry and matron's apartments, and a large dining hall of colonial pattern, well lighted with ornamented doors and windows, and provided with a large air and light ventilating shaft extending from a skylight in the roof through the central area of the building. This floor is used mainly as a restaurant for the general service of the college students of both sexes. The second and third floors, which are constructed in a rotunda about the central shaft, serve as dormitories for the female students of medicine, pharmacy, and for those of the training school for nurses attached to the college. There are some thirty sleeping rooms, besides parlors and bathrooms, ranging in floor space from 8 by 16 to 14 by 17 feet, each opening upon galleries or into corridors leading to them, and all finely furnished and heated by steam and lighted by electricity. The rental of the rooms, including heat and light service, has been fixed at \$6 and \$8 per month for second-floor apartments, and \$5 for those on the third floor. As stated by a trustee, board at present costs \$12 a month, but it is the intention of the management, as it becomes practicable, to arrange a bill of fare from which selection at given prices may be made, thus leaving the cost of food to be determined by the choice and ability of the individual to pay, and adding a feature of economic education contemplated from the beginning by Mr. Brackenridge.

This gift of Mr. Brackenridge to the State for the university in actual cost represents in the aggregate about \$40,000, of which some \$8,000 was expended for the ground, \$25,000 for the building, and the remainder for furniture and special improvements. The donor, who is a well known banker of San Antonio, is not only a modest but a talented gentleman of fine literary tastes and culture. At college he had a fancy for the abstruse sciences, and evinced special aptitude in the study of chemistry, physics, and civil engineering. He is particularly unostentatious in his beneficence, and to the writer's knowledge has done the university a number of favors for which he declined any acknowledgment, having them credited to the university board, but quietly meeting the demands with his individual checks. Having acquired a large fortune, and fully appreciating the benefits resulting from higher education, he seems to delight in promoting the interests of the university. In accepting the appointment of regent he wrote Governor Ireland, characteristically saying:

It is the only office in your gift, or in the gift of the people of the State, that I would accept.



JOHN SEALY



RELATIVE COLLEGE AND UNIVERSITY STUDIES.

As to Senator Pfeuffer's scheme for "feeding schools" for the university, to which some reference has been made, the senator, in speaking to a question of privilege in the State senate, March 31, 1885, after analyzing and defending the features of his bill, made a rather remarkable address which it would not be fairly historical to omit noticing, more particularly as an episode in the affairs of the university. In part, he said:

We think we may be pardoned for holding in importance the science which teaches our youth to look to the earth and inspect its soils and discern the hidden powers of nature that, when applied, will make teeming crops and an abundant yield. We may be pardoned if we think this science equal in dignity and equally useful with the science that would consult the stars and the planets and endeavor to determine their occult influences, which, if discovered, could never be controlled. It may be discovered that spots on the sun control vegetation and the phases of the moon regulate the tides and the weather; but it is beyond the powers of man to regulate these awful influences. Metaphysical wranglers may worry their minds over innate ideas, questions of time and space, or even the calculation of the number of angels that might dance upon a needle point. The practical knowledge of one's own self, as each man may discover, and an analysis of and knowledge as it grows with us, and a knowledge of things that are natural around us, are as worthy of thought as these questions of the schoolmen. It is as important and dignified to know how to stretch and preserve the skins of cattle slaughtered with the knife, and save their meat for food, and pack it in barrels with salt, as to be able to kill the ephemeral butterfly with chloroform and preserve it with arsenic, packed away in a show case, with a Greek name in polysyllables pinned on its back doing the honors of an epitaph and biography, offered as an atonement for its poor little life, that was taken for science's sake by some murderous crazy bug hunter. There were those who thought the studies of the proper application of the pulley, the lever, the wedge, and wheel and axle to aid the powers of man's feeble muscles, and the principle of machines that assist to make work easy and redeem men, women, and children from a life of toil, were quite as important and dignified as the study of the mechanics of the solar system or as the dreams of the fanciers who imagine in their reveries that they hear the music of the spheres.

But all such satire, when aimed as argument, is an assumption that applies to any institution of mere fanciful methods or imperfect means of instruction, and may therefore be, and in fact is, if applicable to either, as pertinent to the college as to the university. The senator, who was at the time president of the college board of directors, evidently ignored the fact that quite as important instruction is imparted at the university as at the college, and that the advantages afforded by the former are in the aggregate more generally useful than those of the college. Even engineering and mechanics are so thoroughly taught theoretically in the university as to leave the college no great advantage in those specialties, while the benefits of the study of agriculture as a science are exceedingly limited, and the practical work of the farmer is so much better understood by labor in the fields that very

few, according to the records, are inclined to make a specialty of mere industrial instruction for farming purposes. As to military education in drilling as a means of physical culture, such benefits are largely met by the advantage of gymnasiums, baseball, and other athletic exercises at the university; and considering the supply of United States cadets and the infrequency of wars, the benefits of military instruction, with a view to army service, would seem to be well enough assured by State encampments and military organizations. Still, while it must be conceded that martial education is beneficial and desirable to be maintained at the college, on the other hand it has been a notable fact that while the students rather delighted in the military exercises, and were well enough satisfied also with the indoor labor of mechanical work, they did not take very willingly to such homely, however useful, instruction as tuition in hoeing and plowing, raising corn and cotton, cultivating fruits and vegetables, or the breeding of cattle, horses, hogs and sheep, and, as a matter of fact, very few of them ever graduated solely to become farmers, and of those who studied mechanics but few ever became professional artisans. This was one reason for changing the college course to embrace other studies, so as to afford wider scope for general satisfaction and attract students who would otherwise attend the university. As shown by Mr. Fay in his History of Education in Louisiana, "the trend of industrial education" in that State "was to subordinate such instruction by widening the reach of the classical studies." So it has been with the Texas college—but few of the graduates became farmers.

According to publications of the United States Bureau of Education:

At the time of the organization of the Agricultural and Mechanical College in Texas in 1878 there was but little sentiment in the Southern States against the exclusive study of the classics at the expense of the sciences and mechanic arts, and it is therefore not surprising to learn that the college opened as a classical and mathematical school for academic instruction rather than a technical school for the purpose of special training. While not neglecting the instruction in agriculture and the mechanic arts and the studies adjunct to these, the classical instruction and general culture of the institution received the most attention. In this the institution but supplied the demands of the citizens of the State, and was not contrary to the general act of the Federal Government making the grant and establishing the conditions upon which such schools shall be founded. But, totally unprepared for teaching sciences and agriculture, the multitude of students who flocked to the school did not receive what they came for, dissatisfaction arose, and the school proved so nearly a failure that it was necessary to call a meeting of the directors in November, 1879, when the school was reorganized. The Latin and Greek were consolidated and made subordinate and optional, while the courses in science and agriculture were made more prominent. It is to be noted that the attempt to maintain a system of manual labor on the farm failed here, as in the majority of cases where it has been tried. It was not till 1882 that the agricultural and mechanical departments were put into full operation. There has been a flourishing military department from the beginning. In 1888 the board of directors, in accordance with the act of Congress of 1887, established an experimental station in connection with and under the control of the college authorities.

The reorganization referred to was effected by the removal of the old managers and appointment by Governor Roberts of an entirely new board, who changed nearly every member of the faculty and adopted new methods of instruction and government. As acknowledged in the college catalogue issued a year or two after the organization of the agricultural and mechanical features of the college—

While the mechanical department was interesting and successful, the agricultural did not attract students, on account of too much time being consumed in unproductive manual-labor, such as picking cotton and mending roads, without compensation.

To remedy this the legislature was asked for \$100,000 for improvements, so as to enlarge the scope of such instruction, and granted a sufficient part of the amount to bring it to something like its contemplated agricultural as well as mechanical standard. But notwithstanding this and subsequently repeated liberal provision by the State, as late as 1887 a committee of visitation of the twentieth legislature reported that from what they saw "the amount of money expended by the State on the agricultural feature of the college had not been so expended as to bring that branch up to the expectations of the committee and the requirements of the State."

Happily for the college, more attractive methods have been adopted and new spirit has been imparted to agricultural training in its more scientific bearings, making it a more important and desirable feature of the work of the students, besides affording some profit by sale of the produce toward meeting their living expenses. They are also allowed something for their work from what is known as the "labor fund" provided by the State. Withal there is a great charm to most boys in the study and pursuit of husbandry, even though they expect to follow professional instead of industrial occupations, and as a consequence the college is crowded every year with new students and many have to be refused admission for want of sufficient quarters. This being so, the State will be urged to make larger boarding and dormitory provisions, which at present are particularly insufficient on account of the college, as should have been the case, being located inconveniently distant from such accommodations. But apart from all this, industrial education is not likely to become as popular with white students as it is with the pupils of the colored schools, in nearly all of which, excepting the high schools, industrial training, according to reports made to the United States Bureau of Education, is a prominent feature. Mr. Merriam, in his *History of Education in Tennessee*, published by the Bureau of Education, reports that the "industrial feature is prominent in all the negro schools" in that State. In Texas, as has been already stated, such education is the prominent if not general element of instruction in the State Normal School.

STATE AID AN INCENTIVE TO BENEFACTIONS.

The history of higher education in States whose universities are mainly supported by a university tax, and more especially the remarkable progress made by California and Michigan in promoting their State universities by such means, suggest not only the advantages of a steady income derivable from such a tax as a source for keeping the State's educational advance abreast with the rapid tide of development in population, wealth, and educational improvement and enterprise, but also the wisdom of additional State provision as an incentive to private munificence. Government action excites and prompts to individual interest and liberality in such matters, for the reason that capitalists, or the great millionaires of the country who are inclined to be public spirited in the expenditure of their surplus means for educational objects, some of them even bequeathing their entire fortunes for such purposes, preferably seek to exercise their beneficence either upon institutions already well endowed and liberally fostered by the State, so as to be well assured of their perpetuity, or in kindred monumental enterprises exclusively of their own conception, so as to be under their immediate inspiration and direction while they are living, or be largely promoted in their names after their death. And this not only because such posthumous dispositions are likely to fail of the testator's purposes, or may be especially successful as in the case of the Johns Hopkins University and some others that might be particularized, but because, as in the Cornell, Vanderbilt, Stanford, and Rockefeller cases, and prospectively Mrs. Hearst's grand enterprise in behalf of the University of California, such benefactors are certainly the best interpreters and promoters of their plans and may add to their gratuities if necessary to perfect them, to say nothing of their own personal pride and satisfaction in realizing the fruits of their beneficence, instead of being like those—

"Who much receive, but nothing give,
Whom none can love, whom none can thank—
Creation's blot—creations blank."

Nor, like Franklin, Fayerweather, and McDonogh, do they leave large educational bequests to be delayed of execution, if not largely minimized by expenses of contest and liability to defeat in the courts.

AN ILLUSTRIOUS EXEMPLAR.

Mrs. Hearst, who is the widow of the late multimillionaire United States Senator of California, and mother of the proprietor of the New York Journal and San Francisco Examiner, and is so noted for her recent benefactions to the University of California, dispenses her charities in many ways worthy of so noble a woman, and one who is as retiring in her nature as she is enterprising in her good works. As

stated in a sketch of her, in a late issue of the Puritan Magazine, she accepts her great wealth not alone for her own benefit but as a trust to be used in deeds of charity.

One can scarcely realize [says the writer] this soft-voiced, gentle Southern woman giving herself up to the management of her vast estate—running an office in San Francisco, visiting ranches, going down into mines in Montana, inspecting and understanding all the details, and by her personal supervision and thorough method lifting it out of a state of great indebtedness; and yet, with all this, finding time to visit the Phoebe Hearst Kindergarten, of San Francisco, and for the establishment of still another, together with a free library in Anaconda, Mont. Her home in Washington, where she usually spends the winter, reveals another side of this busy woman. She has given the city three kindergartens, two for white children and one for colored. Believing that girls and women who are to be self-reliant should be thorough in whatever they undertake, Mrs. Hearst has made her ideas practical by a large donation for the erection and equipment of a girl's school.

DONATIONS AND POSTHUMOUS ENDOWMENTS.

The propriety of donations being put into operation while the donors are living rather than leave them to post-mortem execution is strongly presented in the following editorial article in the St. Louis Globe-Democrat:

In his last will and testament Benjamin Franklin bequeathed to the cities of Boston and Philadelphia £1,000 each, to be invested for a period of a hundred years, and then to be used in helping deserving young men to start in business. He calculated that the reinvestment of the income from these sums would swell them in a century to over \$1,000,000, thus providing a fund that would be a source of practical advantage to a large number of persons having good claims to such assistance. It was a scheme that did honor to the great philosopher and statesman, who had himself experienced the difficulty from which he thus sought to save others. But it has not turned out as he expected. At the end of the appointed time the fund amounts to only one-half as much as he anticipated, and now his descendants claim the money on the ground that the terms of the will have not been strictly complied with and the gifts are therefore void. The matter has already been presented to the proper courts, and a long course of litigation will follow. Several intricate and important questions are involved in the case. The will is written in plain terms, but the intervening century has affected its provisions to a considerable extent, and its validity becomes a question to be determined under conditions and according to tests of which Franklin took no account. Very likely the final result will be the defeat of the testator's object, and the money will go to those for whom it was never intended.

This only adds another to the long list of such miscarriages of benevolence. It is the rule rather than the exception that bequests made for philanthropic purposes, to take effect at some future time, are contested and declared void on some technical plea. The most skillful lawyer, it seems, can not frame a will so well that the courts shall be bound to respect and enforce it. Even Samuel J. Tilden was unable to do so in the case of his own property, and there are other instances in plenty to prove that there is always a vulnerable point in such documents. The lesson that these contests teach is one that men of wealth who have philanthropic impulses should carefully study. It is to the effect that gifts should be made while the giver is alive to see that they are properly applied. There is no reason why a man should withhold his benefactions until after his death. The intended good can just as well be done at an earlier date, thereby avoiding all danger of dispute or failure.

The following editorial from the San Antonio Express forcibly presents the same subject:

If the annulment of the will of Mr. Tilden, creating a trust fund and trustee administration for a great public library, is sustained by the court of appeals of New York, the public will be deprived of the benefits of a noble charity. The case teaches a lesson to those who lay up treasures on earth under the impression that they are "laying up treasures in heaven" by founding a charity with funds which they can not take away with them. It would have been easy for Mr. Tilden, with his large fortune, to have founded such a library during his lifetime and to have put it into successful operation under proper management. Then he could have made bequests and the corporation have taken from others donations and bequests. Such an act would have been the fitting consummation of a life full of years and honor.

One of the longest and most costly litigations reported is that of Mr. John McDonogh, of New Orleans. He was reported to be a man of enormous wealth. He was abstemious, even penurious. He gave away nothing and formed no friendships. After his death it was ascertained by his will that during all of his years of self-denial and isolation from his fellow-men it had been the one purpose of his life to accumulate large wealth with which to establish schools for the education of children in Baltimore and New Orleans after his death. Much of the estate was frittered away in almost interminable law suits, under bad management. What was recovered by the public schools has dwindled away to a sum insignificant as compared with the original value of the bequest.

It would have been better for them and for posterity if Tilden and McDonogh could have had before them the examples of Mr. Vanderbilt, who endowed the Vanderbilt University at Nashville, and Mr. Tulane, who endowed the Tulane University at New Orleans. During their lives, while they were able to organize and direct, they laid the foundations of two permanent charities which will be lasting monuments to their philanthropy, and which they saw arise upon a sure basis with the approbation of men. Such monuments are more grandly commemorative than tombstones or epitaphs, or than the posthumous donations which represent the wealth that the owners gave only when they could not carry it away and left to all the chances of litigation.

CONTESTED TEXAS CASE.

As a Texas case in point, the Rice will contest may be cited. Mrs. Elizabeth Rice having bequeathed some \$1,500,000 to relatives and friends and various institutions, including \$250,000 for a home for indigent gentlewomen in the North, her husband, William M. Rice, estimated to be worth fully \$3,000,000, including over 1,000,000 acres of Texas lands and thousands of lots in Texas cities and towns, contested his wife's will on the grounds that the property involved was his sole estate, alleging that she was without means except a few tracts of unimproved and unproductive lands of but little value, and that during his residence in New York he ceased to be a resident of Texas, but accumulated a large amount of property in the latter State, while his wife did not accumulate anything more than the land she had at her marriage. Thus not only is Mrs. Rice's bequest for the women's home brought into question, but it is possible that the William M. Rice Institute of Art, Literature, and Science, which Mr. Rice had

already founded at Houston, Tex., may be somehow incidentally involved in the litigation and fail of endowment should that particular property happen to be part of the estate of Mrs. Rice and her will be sustained. The contestant claims that, being a citizen of New York, the marital rights of himself and wife should be governed by the laws of the State in which they resided at the time the property was acquired, and not by the laws of Texas. It is not often that so much is involved in equity between man and wife, and the suit consequently promises to be one of the most remarkable on record in the history of the two States.

THE LESSONS OF VANDERBILT, TULANE, AND COOPER.

Commodore Vanderbilt's \$1,000,000 endowment of the university at Nashville which bears his name and commemorates his memory more enduringly than marble, is an apt illustration of the wisdom of donations *inter vivos* in enabling the donors to direct, and, if necessary, to perfect by adding, as he did, to plans which otherwise might not be consummated.

The facts connected with Commodore Vanderbilt's action in the matter as presented in the university records are particularly suggestive. Attempts of the several conferences of the Southern Methodist Church to endow a university under the auspices of that denomination having failed, largely doubtless on account of the war, and the commodore having married a Southern lady, a cousin of the wife of Bishop McTyeire, became interested in the scheme of the church as divulged to him by the bishop, and of his own motion made the proposition for endowing the university to which the institution really owes its endowment. At first, on the 27th of March, 1873, the commodore made a donation of \$500,000, to which he subsequently added several large sums, making \$1,000,000, to carry out his purposes, as he said, and complete his plans. The church convention had previously met in 1872 at Memphis and decided to procure a charter of incorporation for an institution under the title of the "Central University of the Methodist Episcopal Church, South," to be "an institution of learning of the highest order and upon the surest basis, where the youth of the church and the country may prosecute theological studies to an extent as great and in a manner as thorough as their wants demand." The judgment of the convention was expressed by resolution, declaring that \$1,000,000 was necessary to perfect their plans and realize fully their aims; and so important was it in their estimation to avoid an abortive effort that they refused to authorize steps toward the selection of a site and the opening of any department of the university until the public showed itself to be in sympathy with the movement by a valid subscription of \$500,000. It was at the crisis of threatened

disappointment in their efforts that Commodore Vanderbilt, in his sympathy for the people in their failing enterprise, stepped forward, and by his princely gift gave form and substance to the plan, and the board of trust, as an expression of gratitude, decided to change the name of the projected institution to "Vanderbilt University."

In the memorial exercises at the university Bishop McTycire alluded to the character of the great millionaire as follows:

Some of his charities were too large to be hid; the magnitude of the gift, not the vanity of the giver, disclosed them. He gave us half a million with more delicacy and quietness than often accompanies the falling of a dollar in the collection box. Of course, he was pleased at the grateful appreciation of his deed, but if any noise was made over it he did not make it. Nor by any condition on his part, or the remotest suggestion from him, was his name conferred upon the university he founded. The manner of his giving, was so interesting our endowment, may be taken as a specimen. In June last I visited New York for a few days on some business connected with the university and to pay respects to him in his affliction and to his family. On my taking leave to come home he remarked that it would likely be our last interview in this world. He had, he hoped, he said, to visit us here at the university, but that must be given up now. He sent his regards to the trustees and faculty and the students, wished that the institution might prosper and do good, and, still holding my hand, paused and asked, "Could you not put off leaving for one day?" I replied that no urgent matter required me to keep my appointment in leaving just then if his wish were otherwise. "My purpose," he said, "has been to add \$300,000, making out the million. I have perfect confidence in my son. I know he will carry out my wishes, but there is no telling what may happen from outside to delay and hinder; so you had better take it along with you. If you will defer your trip till to-morrow, we can have the papers fixed." That was the only time the subject of money was mentioned during a visit of days.

His son William H. bequeathed \$200,000 to the university and had given it besides about \$300,000; and the grandsons, Cornelius, William K., and Frederick Vanderbilt, have all made sundry donations, aggregating several hundred thousand dollars in value.

In a recent address to the students of the university Hon. C. M. Depew very interestingly and, as a lesson in patriotism as well as liberality, instructively described the manner and occasion and remarkable results of Commodore Vanderbilt's important gift of one of his splendid ships to the General Government. Though not directly relative to the general subject of the chapter, no excuse is needed for appending the speaker's statement of so critical an incident in the history of the country. Indeed, the recital is not inappropriate here, in connection with what has already been said of the commodore's characteristic acts, and as an exhibition of the value of well-directed energies and liberality for any great purpose—whether in direct aid of the Government or to such objects of government and aids to good citizenship as State universities. Mr. Depew said:

The *Merrimac* and the *Monitor* revolutionized naval architecture. When this first ironclad, sailing into Hampton Roads, crushed and sunk the Federal frigates, one after another, there was a panic in New York. A company of merchants, bankers,

and capitalists from New York appeared the next morning at the White House and were at once given audience by the President. "Within a week," said their spokesman, "the Confederate ram will be in our harbor and burn or levy tribute upon our city. We have taken the bonds of the Government and done everything in our power to aid in its defense. We represent in the men here present \$300,000,000, and demand, as we think we have the right to, the fullest protection against this peril." Mr. Lincoln hesitated a moment, and then said, with a shug of his awkward shoulders, "We have no funds in the Treasury, not much credit, and no war ship that I know of now which can stand against the *Merrimac*, but if I had as much money as you possess and was as 'skeered' as you seem to be, I would go back home and find means of taking care of my property." There was one rich man, whose fortune was peculiarly in danger, who did not go to Washington nor appeal for help. He owned the largest and fastest ship on the ocean. He braced her bows with great timbers and then gave her to the Government on condition that she should be hurled at full speed against the *Merrimac*. It was a novel application of the ram in naval battle in modern warfare, and the result would have been the destruction of both vessels. The arrival of the *Monitor* and her signal victory prevented this drastic experiment. The commodore confirmed his gift of the *Vanderbilt* to the nation, which greatly needed her, and a grateful Congress voted him the thanks of the country and a commemorative medal for his patriotism.

In the case of the Tulane and Vanderbilt endowments, of which the writer is more especially advised, their history is particularly instructive and interesting on account of peculiar similarity in their conception and the business-like terms in which they are expressed. The donors were both Northern men with special reasons for gentle consideration of the Southern people—the Commodore, the leading financier of the great Northern metropolis, being at the head of the railroad system of America and the largest shipowner in the world, having visited with his ships the Southern ports and married a prominent Southern lady, and Mr. Tulane having for many years conducted a very extensive and successful mercantile business in New Orleans, where he acquired a large share of his great wealth. Their grand douceurs came through distinguished channels—Bishop H. N. McTyeire, of the Southern Methodist Church, and Gen. Randall L. Gibson, United States Senator from Louisiana. Both gave largely at first—Vanderbilt \$500,000, and Tulane property in New Orleans valued at \$368,000—and both added freely to their grants as additional needs required, till they aggregated each \$1,000,000. Both of them lived to direct their plans and realize the fruition of their purposes. Vanderbilt, according to statements of Bishop McTyeire, contemplated and consulted with him as to a like benefit for female education in an institution to be located on Staten Island, New York; and Tulane, as President Johnston, of Tulane University, states, was "quite willing that whenever his fund could be made available without detriment to its main purposes, women might share in its benefits." He stated to Colonel Johnston that from the close of the war, in 1865, to the time of endowing Tulane University, in 1882, his gifts for the education of young men and women averaged \$15,000 per annum. Vanderbilt's

conditions stipulated that Bishop McTyeire should be president of the board of trustees of the Vanderbilt, and Tulane suggested that General Gibson be chairman or president of the Tulane University. And how modest and sympathetic alike they were regarding the subjects of their benefactions. Referring to his gift Commodore Vanderbilt, in a letter to Bishop McTyeire, concludes:

And if it shall through its influence contribute, even in the smallest degree, to strengthening the ties which should exist between all geographical sections of our common country, I shall feel that it has accomplished one of the objects that led me to take an interest in it.

The account of the Tulane endowment, as given by General Gibson, is thus stated in Mr. Fay's *History of Education in Louisiana*:

On March 3, 1881, Mr. George O. Vanderbilt, private secretary to Mr. Tulane, accompanied by Senator Theodore Randolph, of New Jersey, who was formerly a resident of Vicksburg, Miss., called upon me in the House of Representatives. Mr. Vanderbilt said that he had come to Washington on behalf of Mr. Tulane to bear an invitation to me to visit him at Princeton. He did not know for what purpose Mr. Tulane desired to hold the interview, but imagined that it had something to do with education in Louisiana. It was not until April 18 that engagements in Washington and Louisiana permitted me to visit Princeton. Upon presenting myself, Mr. Tulane observed that my father had been his esteemed friend in early times in Louisiana, and that my father-in-law, Mr. R. W. Montgomery, had been the best friend he had ever had. He invited me into the library and told me he desired to do something for the education of the youth of Louisiana. Taking from his drawer a list of properties in New Orleans, he said: "I desire to leave this property to you to be devoted to education in Louisiana." I replied that I could not consent to accept a bequest, as the relations between us did not justify such a trust, and it might be embarrassing, especially as I was in public life. Mr. Tulane observed that he would as willingly give me the property as to will it for this purpose. Thereupon I said that I would accept the trust. The next day I sailed for Europe, and while at Carlsbad, Germany, projected a plan by which the donation was to be put into effect. This plan was submitted to Mr. Tulane and met his approval. Accompanying this plan was a letter, which, with some additions, was accepted by Mr. Tulane. It was not until November 30, 1881, that the plan and paper were sent to Dr. T. G. Richardson, with the request that he would call into consultation Judge Charles E. Fenner, Judge F. D. White, and Mr. James McConnell, who had been designated as administrators by Mr. Tulane, and put the whole matter into shape according to the laws of Louisiana.

The letter of Mr. Paul Tulane donating his property in New Orleans to education expresses his views and purposes and makes suggestions as to the management of the property. The letter is dated at Princeton, N. J., May 2, 1882, and is addressed to Messrs. Randall L. Gibson, Charles E. Fenner, James McConnell, T. G. Richardson, M. D., Edward D. White, E. H. Farrar, P. N. Strong, B. M. Palmer, D. D., Hugh Miller Thompson, D. D., Charles A. Whitney, Samuel H. Kennedy, Walter R. Stauffer, Cartwright Eustis, Henry Ginder, John T. Harlie, R. M. Walmsley, and William O. Rogers. It begins thus:

A resident of New Orleans for many years of my active life, having formed many friendships and associations dear to me, and deeply sympathizing with its people in

whatever misfortunes or disasters may have befallen them, as well as being sincerely desirous of contributing to their moral and intellectual welfare, I do hereby express to you my intention to donate to you, by an act of donation inter vivos, all the real estate I own and am possessed of in the said city of New Orleans, State of Louisiana, for the promotion and encouragement of intellectual, moral, and industrial education among the white young persons in the city of New Orleans, State of Louisiana, and for the advancement of learning and letters, the arts and sciences therein, my intention being that the benefits shall be applied and expended in the city of New Orleans.

And fervently concludes as follows:

With devout gratitude to our Heavenly Father for enabling us to form these plans, and invoking His divine blessing upon you and your counsels and upon the good work proposed among the present and future generations of our beloved Crescent City, I remain, with great respect, your friend and humble servant.

Mr. Tulane, it seems, was never married, and although he possessed a large estate in the North besides his New Orleans property, he is said to have estimated his losses during the war at over \$1,000,000. Truly in the face of such losses his great benefactions are a noble sacrificial offering of his sympathy for the Southern people. The accumulations of such men, effected generally at great personal sacrifices, are never miserly or selfish, and instead of their fortunes being founded on injustice the world is better off for them, as without their sacrifices to acquire them we would not have the benefit of their noble purposes and accomplishment of their great humanitarian efforts. Those who seek to study the lives of such benefactors and the history of their benefactions will find a beautifully written sketch of Mr. Tulane and the university he so graciously endowed in Mr. Fay's History of Education in Louisiana, in an article contributed to it by Col. William Preston Johnston, president of the university, who writes, as but few men can, so graphically and philosophically.

Another great philanthropist who founded his charities while living so as to realize and enjoy their fruits during his lifetime, and whose example forcibly illustrates the wisdom of such benefactions, is Peter Cooper, who founded the Cooper Institute in New York by donations to the amount of about \$1,750,000.

Few men [says a sketch of him in a popular magazine] have ever become more universally respected and widely beloved in their own lifetime than the venerable philanthropist, Peter Cooper. Born in comparative poverty, deprived in his youth of all the advantages of education and spending his life in the midst of a community in which the accumulation of wealth is regarded as the noblest aim in life, he became famous merely by his benefactions, and was one of the few to set the example of that kind of munificence for which the rich of America have since become famous.

In this connection it appears that heretofore great gifts to universities, particularly State universities, have been generally confined to Northern institutions—the University of Virginia; the Tulane, of Louisiana; the Vanderbilt, of Tennessee, and the Johns Hopkins, of Maryland, being the main Southern recipients of any considerable

favors of that character, the case of the Virginia University being doubtless due to the well-established prestige of that old and popular institution. And it is remarkable with what prescience and circumspection of detail great millionaires, and even moderate givers, comprehend alike every condition and plan the success of public enterprises the same as in their private business. The purposes of Regent Brackenridge and other donors to the University of Texas have been as circumspect as they are beneficent. The Brackenridge gifts were especially wise and delicately planned to meet new necessities; those of the Sealy's coupled the university with the charity of hospital work; Swenson's were aimed for ethnological illustration and instruction; and the Palm library, some 20,000 volumes, the careful accumulation of a long life, came as a voluntary contribution which had been sought elsewhere, but which the donor preferred should repose for its better preservation in the halls of the university.

TEXAS UNIVERSITY AS AN OBJECT FOR BENEFACTIONS.

It is to be hoped now that hostilities between the North and the South have so long subsided that the generous tide of Northern wealth will be more freely turned toward the South. Such an institution as the University of Texas affords a worthy object for the liberality of some great philanthropist to attach his or her name to the grand roll of "educational benefactors" such as, it is gratifying to cite, are Cooper, Girard, Case, Rich, Lick, Peabody, Green, Pratt, Fayerweather, Mills, Morgan, Low, Loomis, Packer, Cornell, Hopkins, Vanderbilt, Stanford, Tulane, Seney, Armour, Brown, O'Brien, Rice, Purdue, Carnegie, Drew, Drexell, Rose, De Pauw, Clark, Childs, Vassar, Rockefeller, Yerkes, White, Colgate, Sage, Astor, Lennox, Tilden, Corcoran, McDonogh, Creer, an unknown donor of \$600,000 for the Princeton library; and on the roll of benefactresses, Miss Caldwell, Miss Thompson, Miss Garrett, Miss Gould, Mrs. Bradley, Mrs. Fogg, Baroness De Hirsch, and lately, most original and perhaps most munificent in design in the distinguished record, Mrs. Phoebe Hearst, of California.

It was doubtless to excite liberality in the Texas legislature, besides prompting to individual action like his own in others, as well as to enjoy the noble pleasure of giving, that induced Regent Brackenridge to make his donations to the University of Texas of the mess hall at Austin and the fine dormitory for the college at Galveston. Like consideration probably largely influenced the gifts of the Sealy hospital, the Swenson collections, and the Palm library. As further evidence of the influence of State liberality in such matters, Regent Brackenridge, who is one of the wealthiest men in the State, and most punctilious in his promises, intimated that if the legislature



GEORGE W. BRACKENRIDGE.

would allow some \$6,000, for which the regents petitioned, for certain electrical appliances for utilizing water and electric power from the great dam of the Colorado, at Austin, he would supplement the appropriation with an equal amount for the same purpose. The legislature was considerate enough to make the appropriation without even being advised of Regent Brackenridges's intention, but Governor Culberson found occasion to veto it among other items in the general appropriations which he struck out on the plea of economy as being unnecessary. Regent Brackenridge, by the way, had made various minor gifts to the university amounting to several thousand dollars in value. After his gift of the mess hall, which he at first gave with the modest understanding that he should not be made known as the donor, but subsequently allowed to be acknowledged as his gift for an example to influence donations from others, he stated that he intended to do still more for the university, which intention he has carried out by the minor gifts referred to and the donation of the \$30,000 building for the college dormitory at Galveston.

EXAMPLES OF ADVANTAGES OF THE TAX SYSTEM.

In view of the action of other States it would seem that Texas, at first so munificent in her educational land grants, but since so Indian-like in her favors, and so long indisposed to carry out the grandly planned objects of the founders of the Texas University, should, if her legislators would only study the conditions of higher education generally, be prompted to make some provision to more actively endow and raise the Texas institution to the highest plane of development, in line with other actively endowed and progressive first-class universities, or at least to a level with any of those of the newer States. As evidence of the retarded growth of the Texas University under the existing conditions, take Iowa for comparison. That State was admitted into the Union in 1846, or about the time Texas was admitted. Under the impetus of the Federal land grant of 1862 for endowing agricultural colleges in the several States, Iowa, like Texas, had such a college in operation before her university was organized. The grant was accepted while that State was unable or unwilling to do more than it had done in 1858, when it appropriated \$10,000, barely enough to purchase farm lands for the college purposes; which appropriation, according to Professor Parker's History of Education in Iowa, published by the U. S. Bureau of Education, was secured through the persistent efforts of three or four young men who had worked their way through long years of weary toil into the legislature and were determined to found a college where all students, as an honorable condition, should be required to labor as part of the course of instruction. The first attempt to organize the university was made in 1854, when

two gentlemen, successively chosen for president, declined to serve, probably, as was suggested, on account of the uncanny outlook and frail chances of success of the institution. Instead, as in Texas, having separate branches of the university in view, it was stringently provided that "the State University shall be established at one place without branches in any other location, and that the university funds shall be applied to that institution and no other." The Iowa University had 46,080 acres of land granted by the National Government in 1840 for its prospective university as against 50 leagues (221,400 acres) which Texas, as a Republic, granted in 1839, and as a State appropriated in 1858 to the University of Texas. And yet Iowa rapidly forged ahead of Texas by providing a more available endowment and support of its university. The first active step on the part of the State of Texas toward inaugurating her State University was in 1856, which date, despite advantages in favor of Texas, was two years later than the first attempt of Iowa to organize her university. This step by Texas was by an act of 1856, authorizing the sale of the university lands, and another of same date requiring the governor to have the unlocated balance of them surveyed. Then followed the act of February 11, 1858, "An act to establish the University of Texas," appropriating for the purpose \$100,000 of United States bonds then in the State treasury, besides 50 leagues of land and every tenth section of the lands set apart for railroads. The first million acres of land donated by the State in addition to the 50 leagues set apart to the university was provided for in the constitution of 1876, long before the university was established, but the second million acres was not appropriated till 1883, some time after the institution was in operation.

The population of Iowa in 1880, according to the census, was 1,624,615, and 1,911,896 in 1890; that of Texas in 1880 was 1,591,749, and 2,235,523 in 1890. Yet, with nearly parallel conditions as to population and, as shown, larger endowment of the Texas institution, Iowa's university endowment, with additional State aid, proved sufficiently active and productive to get her university organized with a faculty and students as early as 1854, while that of Texas was not similarly operative till 1884—some thirty years later. For the year's session of 1894-95 the Iowa University had in its collegiate department 291 male and 139 female students; in graduate department, 39 male and 29 females, and in professional department, 657 male and 35 female students, aggregating 939 males and 194 females, or a grand total of 1,133 students. The same year the Texas University had in its collegiate department 298 males and 116 females; in graduate department, 13 males and no females; in professional department, 299 males and 2 females, aggregating 512 male and 118 female students, a total of 630 students. The fact that the Iowa University, with its earlier organization, is shown to be so much more advanced in its operations gen-

erally than the Texas University only strengthens the argument as to the importance of early and liberal State action, such as would doubtless have promoted the organization of the Texas University as soon as or possibly sooner, instead of thirty years later, than that of Iowa; and considering the contrasted population and resources of the two States, the Texas University should certainly have had as many, if not more, students in 1894-95. Nor does it signify, except to intensify the argument, that the Iowa institution has more professional departments, as they are only such as should long ago have been established in the Texas University, or that in 1895 it should have 1,309 students, against 736 in the Texas University; and this fairly enough, too, without reference to the students of the Texas Agricultural and Mechanical College, since, as has been shown, that college is allowed to sustain such abnormal relations as to make it in effect a separate institution and in no sense a factor of the integral affairs of the university except as a branch for revenue purposes—the only substantial relation, perhaps, it was ever intended to maintain toward it, or is likely to maintain. A disposition to such segregation of interests to secure similar independent relations for the medical college is believed to have been contemplated in some quarters, though no attempt in that way materialized.

For further argument, as the comparisons touching early and active university endowments are instructive, and in order that a few cases may not be regarded as mere exceptions, other illustrations are presented. Take Kansas, for example, which in 1880 had a population of some 400,000 less and in 1890 over 800,000 less than that of Texas. That State came into the Union about fifteen years after Texas was admitted, but went far ahead of her in opening its university in 1866, some seventeen years before the Texas University was operated. The Kansas institution was modeled mainly on the plan of the University of Michigan and, like the Texas University, was open to both sexes.

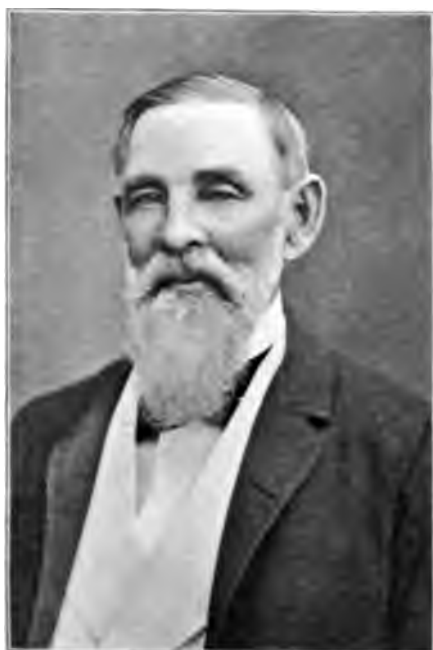
Minnesota in 1880 had in round numbers some 800,000 and in 1890 over 900,000 less population than Texas. It was admitted to statehood twelve years after Texas was admitted, but opened its university to students in 1867, sixteen years before the Texas University was opened. For the session of 1895-96 the Minnesota institution had 1,836 male and 631 female students, being a total of 2,467, against 736 in the Texas University. The value of the plant of the Minnesota institution, as stated in a recent sketch of it by Professor Sweet in Frank Leslie's Magazine, is \$1,800,000. That of the Texas University, including the branches at Bryan and Galveston, will not exceed \$800,000. And yet, with like liberality on the part of Texas, her university plant and resources, exclusive of land, should have been even more valuable than that of Minnesota, and with a corresponding university tax her annual income should be much larger and her attend-

ance of students relatively to population far more numerous. The Minnesota University income is approximately as follows: From the State University tax of one and one-half tenths of a mill, \$95,000; fees, \$53,000; United States Government, \$38,000; university bonds and contracts, \$36,000; miscellaneous sources, \$13,000, making a total of \$235,000. Professor Sweet adds that a bill is before the legislature raising the general tax for university support to thirty one-hundredths, or three-tenths of a mill. Since he wrote the bill has been amended and passed, fixing the tax at twenty-three one-hundredths, about two and one-third tenths of a mill, resulting in a net increase of some \$40,000 to the income of the university.

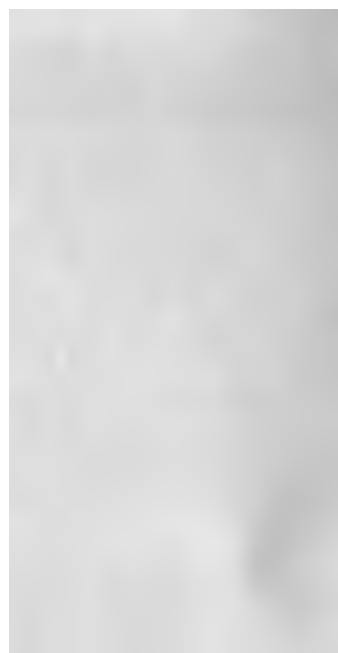
The assessed taxable values of Texas being about one thousand million dollars, even one-tenth of a mill for her State University would now produce an annual revenue of some hundred thousand dollars, and it seems strange that, unlike so many other States, she should not grant the tax. The university tax in Michigan was one-twentieth of a mill from 1873 to 1893, when it was increased to one-sixth of a mill, the present rate. Like liberal rate for the Texas University would produce a round sum of over \$160,000 annual income.

Nebraska's population in 1880 was over 1,000,000 less than that of Texas, and still considerably less in 1890; and though she was not admitted to statehood till 1867, over twenty years after the admission of Texas, she had her university in operation in 1871, twelve years ahead of the University of Texas, and for the session of 1895-96 her university had 850 male and 539 female students, a total of 1,389, against the 7.6 students in the Texas University. Nebraska largely maintains her university by a university tax, and as an illustration of the rapid increase by that means, its income, mainly derived from the tax, increased biennially as follows: For the years 1883 and 1884 (during which period the Texas University went into operation) the income was for the two years, \$107,164; for 1885 and 1886, two years, \$129,873; for 1887 and 1888, two years, \$170,588. For 1889 and 1890, when these figures were given, the increase for the two years, it was estimated, would make the income from \$225,000 to \$250,000, or for one year much greater than the present annual income of the University of Texas.

Not only has Michigan, whose State University is the model one of the country, but other States, some of them purposely to profit by her example, as Texas should do, have adopted the plan of a university tax as a sure and the readiest means likely to be most unobjectionable for liberally providing a university fund that would be promptly and continuously available without awaiting the slow accumulations of interest from limited endowments, or, as in Texas, from the income of bonds, or uncertain, because irregular, resources from land sales and legislative appropriations. The tax plan, too, is wisest, as the fund



S. M. SWENSON.



simply increases with growth in population to demand and wealth of the State to justify enlarged university expenditures to keep pace with educational progress generally, and for that reason, while keeping abreast with general competition, is neither burdensome nor objectionable. In some States the tax has been largely increased, and in some even doubled, without any manifest disapprobation; and while the product of but minims from the mass of the people as an aggregation, it is a great source of university revenue resulting from a per capita assessment seemingly too insignificant to ruffle the composure of the most recalcitrant taxpayer, one-tenth of a mill on the dollar, for instance, being but 1 cent out of the \$100. In a number of States, unless changed by recent legislation, the university tax is as follows: In California, where it was formerly one-tenth of a mill, it has been raised to one-fifth of a mill on the dollar, or 2 cents on the \$100 valuation. The tax in Colorado is three-fifths of a mill, divided one-fifth for the university, one-fifth for school of mines, and one-fifth for agricultural college. In Michigan, as stated, it was raised from one-twentieth to one-sixth of a mill. In Nebraska it is three-eighths; in Ohio, one-tenth; in Oregon, one-tenth; in Indiana, one-fourth, and in Wisconsin, unless recently changed, one-eighth of a mill, while singularly enough not a Southern State has been sufficiently progressive, not to say so well advised, as to make such provision for university education. Kentucky has a tax of one-twentieth of a mill on the dollar for her Agricultural and Mechanical College, but nothing for her university.

California was not admitted as a State till four years after Texas was, and, despite her great mineral wealth, is only about equal with Texas in property values, while in 1880 her population was more than 700,000 less and in 1890 over 1,000,000 less than that of Texas. She was, besides, like Texas, isolated, far away from the denser populated, student-furnishing States, yet, unlike Texas, with the advantages of a university tax, she got her university into operation in 1869—fourteen years before the Texas University was opened, and now has about 2,500 students against about 1,000 likely to be enrolled this session in the Texas University. Even sparsely settled Colorado, which was not admitted into the Union till thirty years after the admission of Texas, but operating under the advantages of the tax system, opened her university six years before the University of Texas was opened.

Wisconsin, with nearly 300,000 less population than Texas in 1880 and over 500,000 less than Texas had in 1890, was not admitted into the Union for a year after Texas was admitted; yet with the advantages of the tax system she opened her university in 1849, only two years after she became a State, but thirty-four years before the University of Texas was put into operation, and for the session of 1895-96 had 1,150 male and 448 female students—a total of 1,598 against 736 in the Texas University. Think of Texas delaying her university

organization a third of a century longer than Wisconsin did. Yet, thus laggard has this great empire State of the South been in promoting university education. Are not the figures presented, even without regard to the comparative resources of the several institutions in teachers, buildings, and general equipment, enough to forcibly impress Texas legislators and stir them to more liberal and promptly effective action toward their State University? Certainly they show that every State should promptly and efficiently organize and liberally maintain such institutions.

MRS. HEARST'S GRAND UNIVERSITY ENTERPRISE.

In the light of the facts presented, it would seem that Texas statesmen should feel impelled, not only by a spirit of pride, but as a matter of policy, to more liberally and actively foster the university as an incentive to private benefaction. Let them reflect how Mrs. Phebe Hearst, for example, has been prompted by State liberality to the University of California to devote several million dollars of her princely fortune to endowing one of the greatest educational enterprises on record in behalf of that university. Her action in this direction, as the mainspring of the movement, is so grand as a matter of public interest, and her designs and efforts, prospectively so marvellous, are yet backed by such powerful resources as render them possible of execution and justify reproduction of her magnificent plans. As an illustration of the possibilities and growing tendencies of private munificence they may not be without effect in exciting the liberality of other philanthropists, and possibly in behalf of the University of Texas, for which reason, as well as for general inspiring effect in the interest of higher education, they are here reproduced.

Following is a copy of the printed prospectus of the "Phebe Hearst architectural plan of the University of California:"

The University of California has undertaken an enterprise which it is hoped to make one of the most notable in the history of architecture, and in this hope it asks, through the wise and loving kindness of Mrs. Phebe A. Hearst, the cooperation of the architects and artists of every land and clime in the preparation of a plan for an ideal home for education. The purpose is to secure a plan to which all the buildings that may be needed by the university in its future growth shall conform. All the buildings that have been constructed up to the present time are to be ignored, and the grounds are to be treated as a blank space, to be filled with a single beautiful and harmonious picture, as a painter fills in his canvas.

The University of California was founded under an act of the Congress of the United States passed in 1862. It received a large land grant and subsidies and still receives, in addition, a yearly income from the United States. The charter of the university was granted to it by the State of California in 1868, and a part of its income is derived from a tax of 2 cents on each \$100 of the taxable wealth of the State, which income is of course constantly increasing in amount. It will thus be seen that the university has both a national and State character. Its present resources are valued at about \$9,000,000, and in addition to the revenue derived from part of such

resources it has a yearly income of about \$40,000 from the United States and of about \$250,000 from the State tax. The university has trebled its number of students in six years. It had 777 in 1891; it has 2,300 now, and it will probably have 5,000 after ten years, which is the number of students for whom the architectural plan should be calculated.

The site of the University of California, at Berkeley, comprises 245 acres of land, rising at first in a gentle and then in a bolder slope from a height of about 200 feet above the sea level to one of over 900 feet. It thus covers a range of more than 700 feet in altitude, while back of it the chain of hills continue to rise 1,000 feet higher. It has a superb outlook over the bay and city of San Francisco, over the neighboring plains and mountains, and the ocean. It is the desire of those who have charge of this enterprise to treat the grounds and buildings together, landscape gardening and architecture forming one composition, which will never need to be structurally changed in all the future history of the university. It is thought that the advantages of the site, whose bold slope will enable the entire mass of buildings to be taken in at a single *coup d'œil*, will permit the production of an effort unique in the world, and that the architect that can seize the opportunity it offers will immortalize himself.

It is seldom in any age that an artist has had a chance to express his thought so freely, on so large a scale, and with such entire exemption from the influence of discordant surroundings. Here there will be at least twenty-eight buildings, all mutually related, at the same time entirely cut off from anything that could mar the effect of the picture. In fact, it is a city that is to be created—a city of learning—in which there is to be no sordid or inharmonious feature. There are to be no definite limitations of cost, materials, or style. All is to be left to the unfettered discretion of the designer. He is asked to record his conception of an ideal home for a university, assuming time and resources to be unlimited. He is to plan for centuries to come. There will doubtless be developments of science in the future that will impose new duties on the university and require alterations in the detailed arrangements of its buildings, but it is believed to be possible to secure a plan so in harmony with the universal principles of architectural art that there will be no more necessity of remodeling its broad outlines a thousand years hence than there would be of remodeling the Parthenon had it come down to us complete and uninjured.

In the great works of antiquity the designer came first, and it was the business of the financier to find the money to carry out his plans. In the new building scheme of the University of California it is the intention to restore the artist and the art idea to their old preeminence. The architect will simply design; others must provide the cash. Mrs. Phebe A. Hearst, widow of the late United States Senator George Hearst, and a lady well known for her philanthropy and public spirit and her interest in and taste for all things artistic, has provided ample funds for securing the architectural plan. For this purpose she has appointed a board of trustees, consisting of the governor of the State, James H. Budd, representing the State; one of the regents of the university, J. B. Reinstein, representing the board of regents, and one of the professors of the university, William Carey Jones, representing the university. While the method of obtaining the architectural plan has not been decided on in detail, it is thought that it will be done by an international *concours*, open to all the architects of the world, with an international jury of five members, who will have full charge of the *concours* and of the award of all the prizes. This *concours*, while partaking in some degree of the nature of the usual competition, will possess all the main features of an actual co-operation of the best architectural and artistic talent available for the purpose. As will be seen from the programme, it has been prepared with that idea as a controlling one. There will be two competitions, and ample prizes will be provided. Maps, casts, and photographs of the ground will be placed at various accessible points in Europe and America for the convenience of

architects desiring to enter the concours; and the programme thereof prepared by Professor Guadet, of the School of Fine Arts of France, is now under consideration by the trustees, and it is hoped to distribute the same within the next sixty days. Copies of this programme, when issued, may be obtained by architects from the various architectural societies in America and Europe or upon application to the board of trustees at their office, 217 Sansome street, San Francisco, Cal.

The University of California is destined in no long time to be one of the great seats of learning of the world, and the architect who plans for it a home worthy of its future, and of what a famous authority has called "the most beautiful site on earth for the purposes of a university," will make his name imperishable.

Dated San Francisco, Cal., August 31, 1897, and signed by the trustees named.

The programme for so elaborate an enterprise, embracing some forty pages of printed matter for information of architects, seems commensurate in detail with the grand design, and is naturally interesting in connection with such a scheme. It has Mrs. Hearst's guaranty for the performance of all of its conditions and covenants. It recites that she has deposited securities of the value of \$50,000 for securing plans. The jury of award will retain at least 10, possibly more, of the plans. The authors will receive a premium of \$1,500 each if only 10 plans are retained, not less than \$1,200 each if not exceeding 15 plans are retained, and not less than \$1,000 each if more than 15 plans are retained. Competitors successful in the preliminary competition wishing to study the site of the proposed buildings on the ground will receive first-class transportation and expenses for the journey from their places of residence to San Francisco and return. A total sum of \$20,000 will be devoted to premiums for the best plans. At least \$5,000 of this sum will be awarded to the plan classed as No. 1. At least 5 of the plans will be awarded a premium. Each department of instruction will have, as nearly as may be, its own buildings. The plan is to include provision for the residence of the students. Important divisions for the common use and service are to be provided. Provision for free access and easy communication, both open and covered, within the university limits, is an essential part of the programme.

Who, it may be asked in connection with such enterprises, will be ambitious enough, in like or less degree, to cast his or her shadow far down the ages for the University of Texas as Mrs. Hearst proposes doing for the University of California? To one of her means the project is no Aladdin dream, and at the same time is a brilliant example of the public benefits which may result from individual accumulations of vast fortunes when devoted to such benefactions.

INACTION AS TO A UNIVERSITY TAX.

The constitution of 1876, which is the present organic law of the State, provides that "taxes may be levied and burdens imposed upon

the people for the support of public schools, in which shall be included colleges and universities supported by the State, and the Agricultural and Mechanical College"—the college being particularized, as already stated, as an earnest of the cooperation of the State in the purposes of the Federal endowment of the institution. Although the clause clearly provides for special taxation for university education, and the system has worked so advantageously to State universities without objection from any source in other States, it is strange that the proposition of a university tax has never been presented for consideration by the Texas legislature. The university regents have occasionally discussed it, but seem to be waiting for an opportune occasion for submitting such a proposition to the legislature, instead of pressing the matter at every session, as might just as well be done, since, for all that can certainly be assumed as to probable legislation, one session may be as opportune as another for the presentation of such measures, while in the meantime it is wrong to let the university suffer for relief which possibly might already have been granted had the tax been strongly and persistently urged upon the legislature. In fact, experience in other States shows that strong, persistent effort is necessary to secure favorable legislation in such important matters, and that it is not wise to wait for special opportunities, which may be at any time adversely turned by inopportune circumstances, such as happened during the twenty-fifth legislature, which, in consequence of certain indiscreet publications, was less favorably disposed toward the university than at the first of the session. Such a measure as a university tax needs to be constantly presented and discussed in order to eventually persuade the legislature, by favorable preponderance in the discussion, to consider it, not only in the university's interest, but as really an economic measure for the State's direction of university affairs, since the tax would be but a more harmonious method of providing for the university than by irregular biennial appropriations, and would be so much more satisfactory for its management in affording a regular fund upon which its annual budgets of expenditures could be certainly predicated without being subjected to the delay and uncertainty of legislative appropriations. It was only after repeated presentation, at session after session, that the legislature conceded the control of the university lands to the regents, and action as to a university tax is not likely to be taken by the legislature without being openly discussed by the press and the public and repeatedly urged upon the lawmakers.

SUGGESTIONS FOR MORE ACTIVE ENDOWMENT.

With proper management of the resources and greater public concern in promoting its interests, particularly by the legislature and State officials, the University of Texas should long ago, even before the civil war, have enjoyed the advantages of a magnificent income.

As it is, various means have been suggested for making its endowment more active and immediately productive, the several means suggested being additional land grants, further issuance of bonds, granting State certificates, securing more liberal appropriations, establishing a university tax, and incidentally attracting private benefactions, some of which have been sufficiently noticed.

THE TAX PLAN CONSIDERED.

The provision which can most readily, and most satisfactorily to the public interests, be made for it as a State institution, mainly dependent upon State aid, like the free schools, which are already provided with a free school tax, would be, as already suggested, by a university tax, such as so many States have successfully and satisfactorily adopted, and in the light of which it seems strange that Texas has so long neglected to profit by their examples. As Dr. Waggener, late president of the University of Texas, argued:

The advantages of this method of supporting a State university are obvious. The income is certain; the regents can calculate on a known definite amount for yearly expenses. They can make contracts with professors and provide for needed buildings and equipments with some assurance that when the time of payment arrives there will be sufficient funds in hand. It dispenses with the necessity of "lobbying," which is as distasteful to the members of the legislature as it is to the regents, and it removes the university permanently from the arena of politics. It adjusts itself to the needs of the State, increasing with its growing wealth and population. For these and other reasons it has met the approval and commendation of our best and most experienced educators.

State Superintendent of Instruction Carlisle in his report for 1896 also presents strong arguments in favor of a university tax. He says:

The State, in the line of her educational interests, is suffering from lack of adequate means to support them. Her chief need is much in the way of additional buildings. But the regents are unable to secure their taxation or appropriation from the general revenues of the State, being confident that they should be supplied from the income derived from the university lands and permanent funds. But if a sufficient amount is not derived from these general funds to pay the running expenses are not met, the regents are forced to use the revenues arising from the permanent funds for the purpose of paying the same. How can the necessary buildings ever be built? The only way to secure a permanent source of revenue for current expenses is by the levy of a small tax on property. The university ought not to be compelled to depend on the general fund, but to make at each biennial session of the legislature a separate appropriation. The present tax on the regents should be able to pay for a longer period than the present tax on the regents to plan wisely and broadly with-
out any special tax.

It is not necessary that the tax should for the current year, much to the advantage of the State, be levied on the regents. What has so far been the cause that has prevented the regents from doing so was, most urgent, it was a step apparently not warranted by the State, and it was not in the good name of the State to do so. It is not necessary that the regents should do so, it is the duty of their best friends at home. It may be said that the tax on the regents seems rather significant that the university had its

greatest increase in attendance the first year after the department of pedagogy was established, and that this year, when the department of pedagogy is suspended, the attendance is less than it was last year. However, there is every reason to believe that the department will be reopened next year. President Winston has unhesitatingly and publicly declared himself cordially in favor of reopening the department. Furthermore, it is interesting to know that he favors strengthening the department and broadening its work.

It is suggested that the legislature could do the university great service by making a special appropriation for the department of pedagogy, and authorizing the State board of education and the members of the legislature to appoint 200 students to the university, requiring them to take the courses in pedagogy and such other courses as they should choose, and requiring them also to teach in the public schools after leaving the university. This method of preparing teachers has some very decided advantages over sending them to a normal school. Our State Normal School does not claim to do college work. It is not the object of the institution. Its requirements for admission are very low. The satisfactory completion of its first year's work gives the pupil a second-grade certificate. The satisfactory completion of the second year's work gives him a first-grade certificate. The satisfactory completion of the third and last year's work gives him a diploma. Thus the course at Sam Houston only carries the student one year beyond the requirements for a first-grade certificate. It is unnecessary to say that it is impossible for this course to give deep or thorough scholarship in the great divisions of learning. But the university requirements for admission begin about where the Sam Houston Normal's third year course begins. The teacher, therefore, who takes his A. B. diploma and completes the course in pedagogy at the university has added at least three years of study to the graduation requirements at the State Normal. This is evidently the best preparation he can obtain, and our high schools are almost limited for their supply of really well qualified high-school teachers to those who have had such preparation in this State or elsewhere. Unhappily, Texas does not supply the demand for teachers of these high qualifications, and many of our high-school teachers come from abroad, while many high schools employ teachers not well furnished for their work. There is no use to which the legislature could devote \$15,000 or \$20,000 in a way to produce better results than by adopting the suggestion of a special appropriation for the department of pedagogy, and providing for State scholarships in that department. ^a

QUESTION OF CERTIFICATES.

Regarding the issuance of interest-bearing certificates, as was done in Alabama and proposed in Missouri, where the proposition as urged by both Governor Stone and Governor Stephens, of Missouri, was passed almost unanimously by the senate, and only defeated by the barest majority in the house, Texas would have the advantage over these States of her 2,000,000 acres of university lands upon which to predicate the certificates, and would thus avoid any constitutional objections to creating a debt without a basis for the certificates. In fact, instead of creating a debt, it would only be a hypothecation of existing university land resources to meet a moral obligation for old indebtedness of the State, on account of the State's diversion of university funds and lands, as was done in the case of the Alabama certificates. Such a

^aThe school of pedagogy in the university was suspended for lack of university funds for its support, but it has recently been revived.

certificate, besides, would simply be an obligation of the State payable, in effect, solely to itself, and, as argued by the Missouri executives in behalf of the Missouri University, could not pass from the State's possession so as to become a debt demandable against the State, as it would be merely a means provided by the State in lieu of other provision for one of its own institutions, which, if not supported in that way, must be provided for by the State in some other manner. Certainly it would not be creating a debt against the State, but would be a mere restitution by readjustment of university land resources, for the State to issue bonds or certificates while holding the university lands as security in her own hands. As has been urged, too, no provision would be necessary for paying the principal of the certificates, which neither the State nor the university would expect to be paid, as they would be granted with that view. They would, in fact, be non-payable, non-negotiable, and non-transferable instruments or exhibits of arrangements as between the State and the university alone, subject to no other purpose than retention in the State treasury to evidence the State's provision of the interest at such a percentage of the sum expressed by the certificates as the State may be willing to thus contribute, instead of equivalent amounts in annual appropriations to support the university as a State ward requiring to be maintained by it as an element in the administration of State government. Such a certificate is never paid, is revocable at will, and only calls for the payment of the annual interest; and, under the express ruling of the supreme court in the Lamar case (128 Mo., 222-223), can not be held to be an indebtedness.

While section 50 of Article III of the Texas constitution prohibits loaning the credit of the State to any person or corporation, the State can certainly use its credit in a certificate for purposes of administration, in which must be included its duty to support the university, or, indeed, any other State institution, as part of its governmental functions. Thus considered, the State clearly has the right to issue a certificate of indebtedness to the university as a factor of its administrative affairs, the case being very different from that of a corporation, operating upon its own behalf, to which the legislature is constitutionally prohibited from loaning its credit or funds. It has been suggested that the university being a part of the general educational system, and tuition being free in the academic department (and to meet any question might be made so in the professional branches), it can constitutionally be provided for from the general school fund by setting apart for it a stated per cent of the school tax, say one-twentieth of the existing 20 cent rate, to be known as a special university tax for the university's separate maintenance.

As to a university tax, many of the States, says Governor Stone, of Missouri, in his message to the legislature, now levy a special tax, or

set apart by law a certain per cent of their aggregate revenues for their universities, the tax varying in amount from one-fifth to one-twelfth of a mill on every dollar of assessments. This is done, he asserts, in Ohio, Indiana, Illinois, Wisconsin, Minnesota, Michigan, Kansas, Nebraska, California, and perhaps some other States. Why not, it may be added, in Texas? Why should this State not adopt the tax system, which has been the magical means of rapid and satisfactory university development in other States? Indeed, in some of them the tax has been increased without complaint, as in Michigan for one, where the legislature raised it from one-twentieth to one-sixth of a mill, as it now stands.

In the light of such facts and figures, whatever may be done for the free schools, and certainly everything should be done that the State can reasonably do for them, as well as for the university, it would seem but fair to the latter to grant it an equivalent in some way for the 1,200,000 acres taken from its original endowment. And why should Texas not do this now, without waiting and letting other States forge ahead of her in providing more active endowments for their State universities, as Alabama recently did in issuing \$2,000,000 interest-bearing certificates to the University of Alabama, and as Missouri but recently proposed to do for the University of Missouri, after having the year previous appropriated to it some \$648,000, which was every dollar of the direct-tax money returned to the State by the Federal Government? As to further Texas land grants, however, some of the State authorities are just now claiming that there is no public domain left for such appropriations.

THE UNIVERSITY AND STATE EXECUTIVES.

In all cases of doubtful legislation as to important propositions affecting the university, it would be but fair to give the university the benefit of the doubt by passing them where the objects are highly meritorious, as the legislature and the governor can safely leave to the courts any question which may be raised as to their constitutionality. This is the precedent usual with State executives disposed to give the benefit of doubt to such deserving measures as they may be willing to favor. It was hoped that in his retiring message to the legislature Governor Culberson would recommend the adoption by the State of a university tax, and that the incoming executive, Governor Sayers, would also favor the proposition. The only allusion to the university by Governor Culberson was in the following general but favorable terms:

The university is advancing toward its ultimate place as the educational glory of the State. Here the student population, including the medical branch, grew from 539 in 1894 to 800 in 1898. The east wing of the main edifice has been constructed at an

expenditure of \$50,000, and adds much to the structure. Better than this, better than additional students or material growth for the present, is the solid foundation upon which its character is building and the forces of culture and scholarship with which its faculty is generally being formed.

Governor Sayers made no allusion to the university, but referred at length to the public schools, as cited from his message in the chapter on that subject.

GROWTH OF THE UNIVERSITY.

The condition of the university is set forth pretty fully in the regent's report of January, 1899, to Governor Sayers for the years 1897 and 1898, from which the following extracts are taken:

The growth of the university during this period has been gratifying. The number of students in 1897 was 751 and in 1898, 800, being a gain of 191 over the enrollment of the two preceding years. This gain was made in the face of increased requirements for entrance and for graduation, and notwithstanding the unfavorable influence of fever epidemics and financial depression.

The area of student patronage has also been increased, until it now includes 1 foreign country (Mexico), 7 States, and 100 counties in Texas. The popularity of the university and its adaptation to the needs of our people is evident from the fact that its patronage represents forty-five different trades, occupations, and professions. Over one-fourth of its patrons are farmers, who equal in number the lawyers, physicians, and ministers combined.

Nearly half the students in the university pay their own expenses, either by money which they have previously earned or by labor while they are pursuing their studies. It should be among the foremost duties of the State to aid this class of students and increase their number by furnishing board and lodging at cost and multiplying facilities for self-support. The educational advantages of the university should be made accessible to the largest possible number of the youth of the State and especially to those who through financial inability are least able to secure them. This can be done only by reducing to the lowest point the cost of living, to which end there is need of additional dormitory and mess-hall accommodations.

While the university has grown rapidly in the extent and area of its patronage during the past two years, and while the attendance in the academic department is already 25 per cent larger than last year, there has been still more gratifying advance in the standards of scholarship. The requirements for admission have been raised to as high a point as seems compatible with the present condition of our secondary schools, and the requirements for graduation have been strengthened by specific additions and by proper subordination and correlation of studies. Certain fundamental studies essential to mental culture and certain informational studies essential to good citizenship have been prescribed in all courses leading to degrees. With these restrictions, and subject to approval by the faculty, students are permitted in the latter years of their courses to select their studies with reference to their aims in life or to their individual tastes and talents. In short, the university is steadily elevating its standard of scholarship and guarding its degrees, with due regard to the conditions of our public schools and the necessities of our people.

Advanced work has been carried on in the university in several lines of study; but lack of teachers, of apparatus, and of books has prevented desirable growth in this direction. Those of our graduates who seek advanced work and training have as a rule been forced to go to larger and better-equipped institutions elsewhere, like Harvard, Columbia, Cornell, and the University of Chicago. During the past two years fellowships and scholarships representing eight different lines of study and

aggregating in value several thousand dollars have been bestowed upon graduates of this institution by universities in other States. It is natural that many who thus leave the State never return, and thereby Texas is deprived of a class of workers that she especially needs. Our own university should be better equipped for advanced instruction with teachers, apparatus, and books, and our graduates should be encouraged and aided by means of scholarships and fellowships to receive higher training and carry on advanced work in Texas. Scores of ambitious and zealous students seeking advanced training and opportunity for original investigation would welcome adequate equipment for this purpose in our own university, and by patient, intelligent, and unselfish study of problems affecting the life and welfare of our people would in after years make ample return for the small expense incurred in their training. * * *

The university has accomplished a great deal during the past two years toward improving our public schools. By establishing a school of pedagogy for the special training of teachers, by opening all its courses of instruction to teachers 21 years old free from regulations governing candidates for degrees, by conducting summer schools for teachers who are unable to attend regular sessions of the university, by systematic communication with teachers through circular letters and private correspondence, and by sending members of its faculty to visit, inspect, address, and affiliate the State high schools the university has shown itself alive to its duty and its opportunity as the head of the public-school system of Texas. But it is generally hindered in this work by lack of funds. Additional equipment is needed for the school of pedagogy and additional teachers for the summer schools. The improvement of our public schools depends mainly upon a better supply of thoroughly educated, broad-minded teachers. This need is so great and so palpable that special provision should be made to supply it. If annual scholarships to the value of \$100 each were established in the university, one for each member of the legislature, many worthy and aspiring youths, representing every portion of the State, would be drawn into the teacher's profession and enabled to thoroughly equip themselves for their work by a full course of training in the university. In this way more would be accomplished toward improving our public schools than by much larger expenditure for lengthening the school terms. * * *

The completion of the east wing of the main building furnishes the university long-needed room for recitations, lectures, and laboratory work. All the space in the new wing, as well as all in the older building, has been assigned for occupation and use by the various schools of instruction. There will be required \$10,000 for properly furnishing, heating, and lighting the new wing.

NEEDS OF THE UNIVERSITY.

The greatest and most immediate need of the university is a building for women students and an enlargement of its present hall for men students. A building for women students is essential for their health, their economical living, and their instruction; and it should be erected at once on the university campus with construction and equipment in accordance with recognized sanitary principles. Such a building, under proper management, would be a safeguard of the health of the young ladies; and, by reducing the cost of board and lodging, would bring the advantages of university education within reach of a very large number of girls of moderate means who at present, by reason of the great expense, are unable to attend the institution. A woman's building would also furnish a place where, until better provision is made, the lady students in the university can be instructed in art and music, two subjects not now included in our course of instruction, but universally considered essential in colleges equipped for the complete education of women. The law requires that the University of Texas shall be open to both male and female on

equal terms; but this is not now the case. In order to remove this reproach and do justice to the girls of Texas, the board earnestly recommend the erection of a woman's building, to cost \$50,000.

Second only to a building for women students is the need of additional lodging and boarding accommodation for men. Fortunately this need can be supplied at moderate expense. The building now used for the purpose can be enlarged and made to accomplish for the university to-day the same valuable service that it rendered the institution during its early struggle for existence.

UNIVERSITY LANDS.

It is gratifying to report an increase in the income from university lands since our last report. This increase has made possible the construction of the east wing to the main building, at a total cost of \$38,642.50, and the repair of the foundations and walls of the auditorium, which were in danger of falling. But for this timely addition to our resources we would not have been able to complete the main building, since the constitution of the State forbids appropriation from the general revenue for university buildings. It is the evident intention of the constitution, as well as a plain necessity, that the available university fund be applied, in part at least, to the permanent upbuilding and development of the institution. If not, the university might remain forever in its present undeveloped condition, failing to keep pace with the growth of the State and the constantly increasing demand of our people for higher education.

The constitution did not contemplate an undeveloped and imperfect university, for it clearly commands otherwise. It says:

"The legislature shall, as soon as practicable, establish, organize, and provide for the maintenance, support, and direction of a university of the first class."

To carry out this mandate by providing for the gradual upbuilding of the university the board recommend that the income from land leases be devoted to the erection of buildings and other permanent improvements, at least until the pressing necessities of the university in this direction are supplied. The board have followed this policy during the past two years, and thereby have completed the main building according to the original design and have begun the work of gradually improving and beautifying the university campus. The policy is desirable not only because it seems to afford the only means of supplying the university with necessary buildings, but also because the income from land leases, being dependent upon seasons and upon the prosperity of the live stock increase of the State, is quite variable from year to year and liable to material change. It can not be relied upon, therefore, to meet the regular running expenses of the university. Up to 1896, owing to various causes, the receipts from land leases hardly exceeded 60 per cent of what was due, and in some years they fell as low as 40 per cent. On this point Land Agent T. J. Lee says:

"The income from land leases can not be regarded as assured at any time, and it would certainly not be safe to make obligations and incur expenses upon the theory that the amount due from this source will be collected."

Nor can it be expected that this income will be materially increased hereafter, for the lands available for leases are almost all now under lease. This income might, however, be applied to permanent improvements, and thus the university would grow in years of prosperity without additional charge upon the State treasury.

THE MEDICAL DEPARTMENT.

The attendance of students in the medical department last year was 259 and the year before 288, being a gain of 40 over the enrollment of the two preceding years. During the present session there has been a slight decrease; and further increase can not be expected, at least for some time, as the course of instruction has been

lengthened from three years to four and at the same time the requirements for admission have been materially increased. Nor is increase of numbers specially desirable. The aim of the department is rather to instruct thoroughly a smaller number, and thus to provide for the State higher standards of medical training, knowledge, and skill. Some legislation is needed to protect the people of the State against untrained and incompetent medical practitioners; and much would be accomplished in this direction if the requirements enforced by the State in the medical department were also enforced by local boards in granting license to practice medicine.

The prevalence of dengue fever, yellow fever, and the grippe in our State during the last two years emphasizes the necessity of thoroughly investigating these and other contagious diseases, with a view to treatment and prevention. To that end the board desires to fit up in the medical department a bacteriological laboratory, and requests for this purpose an appropriation of \$8,000. As the equipment of the various laboratories in the medical department has been greatly diminished in quantity and efficiency by long use and lack of resupply, the board requests a slight appropriation for its replenishing. These items and the items of much needed demonstrators for several of the chairs are the only additions to the budget of last year, and they make up the increase asked for in the annual appropriations.

The medical department has been greatly aided in many ways by the addition of University Hall, a handsome, commodious, and well-furnished building, donated to the institution for the purpose of providing a dormitory for women students and a mess hall for students of both sexes, where board may be supplied at cost.

At the close of the session of 1898-99 there were 50 graduates in the medical department, including 7 in the school of pharmacy and 8 in the school of nurses.

NECESSITY OF PERMANENT REVENUES.

The report makes no reference to the question of a university tax, but submits that "too much emphasis can not be laid upon the necessity of adopting a permanent policy which will assure not only the existence of the university, but also its continued growth and development;" and that "with the confidence inspired by this policy of steady development through revenues from fixed sources, private philanthropy with gifts and bequests would come to the aid of the State, and in a few years our people would enjoy the inestimable benefits of a 'university of the first class,' as contemplated by its founders and the founders of Texas."

The regents express a "feeling of deep gratification that the adoption of this policy has enabled them to add somewhat during the past two years to the upbuilding of the university;" and they "earnestly hope that its continuance will be permitted by the granting of sufficient appropriations from the general revenue to meet running expenses of the university." They conclude their report as follows:

The board feel a just pride in the condition of the university and in the prospect of its increasing growth and usefulness. They hope to see it cherished by the State as its foremost instrumentality of good, improved and developed year by year, until it stands as a peer among the leading universities of America, a university worthy of Texas and offering to the youth of Texas inspiration, instruction, and knowledge that will equip them for the development of this empire State.

SPECIAL TAX FOR THE AGRICULTURAL AND MECHANICAL COLLEGE.

The Agricultural and Mechanical College at Bryan, though constitutionally a branch, and technically the "technological branch," of the university, being managed by a separate board, its affairs are left by the university regents for presentation by the college board, whose report to the governor is referred to in the special chapter giving the history of the college. It is proper to note here, however, that while the university regents make no reference to a university tax, President Foster, of the college, takes occasion to recommend a special tax for the college. This, by the way, suggests what would be a happy solution of the abnormal financial relations of the college and university, by the legislature fixing a separate tax for the college and a separate tax for the university, so as to make each satisfactorily independent of the other in its finances. As for the policy of the university regents, it may be that they preferred waiting to see what the present legislature would do for the university by direct appropriations from the State's plethoric balances, some \$3,500,000, including school fund and general revenue, before urging the proposition of a university tax. But this would seem only to jeopardize, by delaying action in the matter, as the tax would first have to be assessed and could not come out of existing funds. As a rule, frank, insistent, and persistent effort at every session is particularly necessary to effect such important legislation. Indeed, politics being the studied profession of honest legislators, as well as of politicians and lobbyists, direct approaches rather than indirectness are most likely to influence members. As President Lincoln said of the people, so of legislators: You may fool some of them all the time, and all of them sometimes, but you can't fool all of them all the time.

Appropriations really can have nothing to do with their views of a tax, which for that reason should not be delayed in presentation when it is so much needed for the university.

THE UNIVERSITY AND THE SCHOOL FUND.

Referring to the success of the regents in managing the university lands by employing a special agent to look after them, Governor Sayers says:

I have also to recommend the favorable consideration of a policy in reference to the lease and sale of the lands belonging to the permanent public free-school fund similar to that adopted by the regents of the State University in reference to the lands of that institution, and which has been attended with such satisfactory results. It occurs to me that the force of the general land office might be so arranged without an additional expense, except for traveling, as to keep four of its employees constantly in the field, whose duty it shall be to maintain constant watch over such lands, and to see that they are not trespassed upon, and that they are made to yield prompt and uninterrupted revenue, either through sale or lease, for the maintenance



J. F. Y. PAINE.



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of the public free schools. By this means it is more than probable that both the permanent and available funds can be rapidly and considerably increased, resulting in the lengthening of the terms of the schools and better payment of the teachers.

In a subsequent message, just presented, Governor Sayers, in urging upon the legislature the immediate and pressing necessity for the safe and quick investment of the permanent school fund upon the lines suggested in a former message, says:

When the legislature convened, that is, on the 9th day of January, A. D. 1899, there was idle in the treasury and could not be invested, under restrictions imposed upon the board of education, of this fund \$1,213,342.87. This sum has increased to \$1,339,146.20. Several opportunities for its safe investment have already been lost, and I trust that the legislature will at once take such action in the premises as in its judgment may be proper. The interest accruing upon the permanent school fund is one of the principal means by which the public free schools are maintained.

And among them as the head of the public-school system the university, as the writer has argued, should be maintained from this very fund in common with the other free schools.

UTILIZATION OF UNIVERSITY LANDS.

As for the university lands, since only their rentals and interest on land sales can be used for its available resources, it would seem that they might properly be utilized as tied-up lands (having a value as a basis for negotiations) are in other States. An instance of this method of using such lands is cited in Commissioner Harris's report of the United States Bureau of Education for the year 1896-97, vol. 2, p. 1142. The new State of Idaho, in order to utilize the lands, authorized a loan for buildings for her normal schools to be negotiated by a board consisting of the governor, treasurer, secretary of state, and attorney-general, on the faith and credit of the State, and secured by proceeds of the sale of the normal-school lands and timber; the bonds of the State, to be known as normal-school bonds, to be issued for the amount of the loan, and proceeds of the sales of the lands and timber to be set apart as a normal-school sinking fund to secure the payment of the loan.

As already seen, the management of the university lands by the regents has been much more satisfactory than that by the State, and the facts in this respect ought to satisfy the State authorities of the impolicy of State control generally in university affairs. An elaborate statement by Thomas J. Lee, the university land agent, as presented in the last report of the board of regents shows that, among other more or less important facts—

When the act of 1895 investing the board of regents with the management and control of university lands went into effect, which was in the month of August of that year, there were in existence 51 lease contracts, made by the commissioner of the general land office, that were in good standing, and these covered 288,780 acres

of land, yielding an annual income to the university of \$8,663.40; and 23 lease contracts that were delinquent and subject to cancellation, and these covered 54,500 acres of land, the accrued payments thereon amounting to \$2,767.20.

The following summary shows the acreage at present leased and the amount annually received therefrom:

	Number of acres.	Annual payment.
Leases made by the Land Office prior to August, 1896 (still in effect).....	72,220	\$2,122.00
Leases made by the board prior to February, 1896.....	70,480	2,024.20
Leases made by the board since February, 1896.....	1,261,220	26,454.20
Under lease No. 39.....	14,220	421.40
Total.....	1,418,000	41,122.40
Less, counted twice.....	24,000	720.00
Net.....	1,394,000	40,402.40

The increase in the annual revenue to the university since August, 1896, from land leases is \$31,746.06. The increase in the acreage leased is 1,095,852 acres. An examination of the statements as to university land leases, made from time to time to the board of regents by the State treasurer, which I find in the biennial reports of the board to the legislature, discloses the fact that there is at present a much greater acreage under lease than ever before since the inception of the lease system. The greatest number of acres that has heretofore at any time been leased was 665,200, which was in the year 1892. But the amount received by the institution from that source during that year was only \$15,027.70, and 147,000 acres must have therefore been delinquent, leaving 537,590 acres covered by contracts in good standing, or 847,042 acres less than at present.

Lands leased.....acres..	615,040
Amounts received from taxes in 1896, 1897, and 1898.....	\$78,408.05
Amounts collected for use of lands without lease.....	6,064.63
Total.....	84,492.68

Mr. Lee adds:

In the report of Hon. R. L. Batts to the board of regents in 1895, upon the status, etc., of the university lands, I find the statement made that the total receipts from leases of university land from January, 1884, the date of the first lease, up to and including the year 1894, amounted to \$84,365.28. Comparing the receipts for the three years named with the receipts as shown by Professor Batts's statement, it will be seen that they exceed by \$127.40 the total amount received during the eleven years from January, 1884, to December, 1894.

Not only is the impolicy of State control of university affairs shown by the above statements, but the history of educational matters in other States is equally in evidence. In Mississippi, as claimed by Governor McKae in 1854, the State allowed itself to owe its university \$1,077,700, or deducting appropriations, \$874,324, for which it finally provided by appropriations of \$20,000 annually. In Ohio the lands granted by Congress for the establishment of a university were leased for ninety nine years at a valuation of \$1.75 an acre, and though in 1804 this valuation of the lands amounted to \$70,000, in 1883 it was found that they were assessed at \$1,000,000. Yet the university was

only receiving at that date an income of \$2,400 instead of \$63,600 from the 46,000 acres which had been granted in 1787 for the establishment of a university.

THE CORNELL UNIVERSITY PLAN.

The land scrip for 990,000 acres issued to New York under the Federal act of 1862 was ranging on the open market at from 50 to 60 cents an acre, when, according to United States Commissioner Harris's report—

Mr. Cornell made a proposition to the State to buy the whole body of scrip, yet unsold, at 60 cents an acre, to be paid for as resold, provided the scrip be placed in his hands for location and that all obtained for the lands above 60 cents an acre become an endowment for a university. The proposition was accepted, the scrip was judiciously located in the white pine forests of Wisconsin, all premature longings and solicitations of too impatient people were resisted, and the lands were eventually sold for \$6.73 an acre on the average. As a result, the Cornell University has a fine endowment, a monument not only of the public spirit but of the business sagacity of Mr. Cornell and Mr. Henry W. Sage, who so ably effected their splendid project, not by "benefactions" but by their personality, the element by which "benefactors" accumulate their wealth.

Why should not some great benefactor or benefactress, by his or her personality, in some way utilize the 2,000,000 acres of Texas University lands for the benefit of the university as well as personal benefit—say, by buying them, as might be done, at a reasonable price, and on terms for payments in such installments as would amply meet the annual needs of the university, and holding the lands till well appreciated in value, sell them at a fine profit, to be divided with the university, or, if disposed to be as generous as Mr. Cornell, devoting the entire profits to the university, under similar contract with the State—all with the advantage, in the case of the Texas University, of the party having the benefit of the rentals of the lands toward making their annual purchase installments?

As to selling the lands in a body, the regents have not been without some solicitations in that direction, and are understood to be open to any reasonable proposition to sell them in large quantities. They might be profitably utilized for immense pastures by parties having the means at command for such enterprises, for which—as the lands are mainly in large, solid bodies—they are finely adapted. A purchaser would have the accruing benefit of existing leases, now for over 1,000,000 acres, at an annual rental of over \$40,000.

Chapter VI.

RETROSPECT OF UNIVERSITY LEGISLATION.

Reverting to legislation looking to increased endowment of the university, the records show that in the fifteenth legislature, during Governor Coke's administration, in 1876, Senator Stephens introduced "An act to provide for the location and survey of 1,000,000 acres of the public domain of the State for the endowment, maintenance, and support of the University of Texas." Senator Terrell also introduced a bill to set apart 1,000,000 acres of the unappropriated public domain for the establishment and maintenance of the University of Texas and for that purpose to recover from location the lands belonging to the State within the borders of Greer County. Neither bill passed, and since then Greer County has been decided not to belong to Texas.

Subsequent notable action by the State was that of the eighteenth legislature, in 1883, granting "1,000,000 acres to the university and its branches, including the branch for the education of the colored youth of the State;" the action of the twentieth legislature appropriating but \$40,000, with "the loan of \$125,000," to the university out of the million dollars indemnity money from Washington; and the action of the next legislature, which, to help the university to finish its main building at Austin, had to guard an appropriation of \$25,000 from general revenue to afford ready means for the university's purposes by expressing it as for "support of the university," and requiring that "the university should use a like amount of its available fund to finish the building;" and an act of the twenty-fourth legislature, in 1895, transferring to the regents control of the university lands.

EFFORTS TO "START THE UNIVERSITY."

Governor Roberts attended a session of the State Teachers' Association, held at Mexia, in 1880, and expressed his views upon the propriety of inaugurating a movement for the establishment of the State University, and asked the countenance and assistance of that body in the effort—not that the State was then able to establish it on a large scale, he said, but that it could be started, and until it was started it would never be known and appreciated what such an institution

required for its successful operation. The subject was discussed by the association, and a committee was raised to memorialize the legislature, through the governor, in favor of it. The committee was composed of Oscar H. Cooper, chairman, and W. W. Crane, S. G. Sneed, R. W. Pitman, Smith Ragsdale, John G. James, and O. N. Hollingsworth. According to a published sketch of Governor Roberts—

The memorial contained the recommendation of the main features of the bill that afterwards became a law for the establishment and organization of the university. Having been handed to the governor by the chairman, it was presented, with his message, to the legislature January 28, 1881. The governor had two days previously urged the propriety of at once establishing the university at the State capital for numerous reasons, and that it should be open for females as well as males qualified to enter. His official suggestions doubtless had great weight in influencing the vote of the people to locate the institution at the capital of the State, where, as a rule, all State institutions should be established.

The bill, it was stated, was drawn up by Professor Cooper, assisted by one of the committee, O. N. Hollingsworth, and after being submitted to the governor was handed to Senator John Buchanan, of Wood County, through whom, as chairman of the committee on education, it was laid before the senate. The journal of the legislature shows that Senators Buchanan, A. W. Terrell, of Travis; Wynne, of Rusk; Gooch, of Anderson, and Stubbs, of Galveston, were active in carrying it through in the senate and that it passed the house of representatives without any serious difficulty.^a

The probability is, as stated in Scarff's Comprehensive History of Texas, that Governor Roberts, who favored "starting the university" without waiting for some indefinite period for vast resources to be accumulated to inaugurate it on some grand plan, personally appeared before the State Teachers' Convention, at Mexia, to prevail upon it to consider the matter of devising a plan to put the institution at once into practical operation; that the plan was subsequently formulated, at a second meeting of the association, which at his instance met at Austin, and, through a committee, prepared a bill which was submitted to the legislature for organizing the university; and that this is the bill which, with some changes, credited mainly to Representative Hutcheson, of Harris, and Senator Terrell, of Travis, was finally enacted, and under which the university is now being operated.

^aIn conflict somewhat with this statement, the present writer heard Hon. J. C. Hutcheson, of Houston, state in a public address before the literary societies of the university, at Austin, that he "had the honor of introducing the bill creating the University of Texas," as if he were, though he did not say he was, the exclusive author of the bill. Altogether, the contention in the matter has been about as heroic in spirit, though not in consequences, as the contest over the birthplace of Homer, and just about as unimportant, so far as the public is concerned, since similar bills were pending, and the establishment of the university was not an original concept with the authors of any of them, such an institution, in fact, having been in contemplation by the founders of the Republic of Texas.

PROPOSED GRANT OF 2,000,000 ACRES.

Governor Roberts, in his message to the seventeenth legislature in 1882, in support of the proposition to grant the university 2,000,000 acres of land, forcibly argued:

The whole question about the establishment of a first-class university and its branches is: Shall Texas give her own native-born sons and daughters the facilities for fitting themselves to occupy those higher walks, so necessary in the proper direction of her future destiny, or will she leave her own sons and daughters to be kept in a lower sphere of life, and be therein directed by the learning and skill of strangers, sons and daughters of other States, who will come here and fill the places which her own sons and daughters ought to occupy and will occupy if they are given a fair opportunity? Every great State should rear its own men in every stature of manhood, of intelligence, and of culture, according to their capabilities, upon its own soil, and thereby engender and preserve an intense homogeneity in the character of its population, which must result in the concentrated power and elevated prosperity of the whole body politic in association. This full result can be attained only by promoting all the grades of education, from the lowest to the highest, in harmonious cooperation adapted to the diversified wants of every class of people whatever may be their pursuits in life. Nor will the benefits of the university and its branches be confined to the sons of the wealthy few. By no means will that be so. Place the facilities of a higher education before the people of the State, make it a reality, make it complete and cheap by a splendid endowment, and youths all over this broad land who catch the inspiration of high native talent in our common schools will, if necessary, struggle up through poverty and through adversity, by labor and by perseverance, until they will stand in the front ranks of the most gifted and favored in the halls of learning, and afterwards will adorn every sphere of life with their brilliant accomplishments and practical usefulness. So it has been in other countries and so it will be here. By adding 2,000,000 acres of land to the 1,000,000 acres heretofore set apart for the university, and making proper arrangements for its disposition, a permanent fund might be accumulated that would ultimately be adequate to meet the expenses of establishing and maintaining a first-class university.

ARGUMENT OF SENATOR TERRELL.

Said Judge Terrell in his speech in the State senate on the pending proposition, which had been changed so as to set aside in addition to the 2,000,000 acres of land to endow the State University a like amount for public free schools:

Such is the message sent to us by the grand old man who sits yonder in the executive office, himself a child of adverse fortune who struggled up through poverty to a higher education.

The proposition was changed to embrace an equal grant to the schools in order to placate those who regarded the university as a "spoiled child," which, despite its chastisements by the legislature, should not be petted without caressing the State's more favored educational pets, the public schools. In further speaking upon the measure, Judge Terrell, who as a State senator more effectually perhaps than any other man in the State advocated the legislation necessary, not only to promote the organization of the university but to put the free-school system

provided for by the constitution of 1876 into operation, expressed himself in the following eloquent and impassioned terms:

The cry that the university will be a "rich man's school" can impose on no one. The rich can send their sons and daughters abroad to other States, as they do now, but Texas needs, both for them and her poor boys especially, a fountain of learning, covering the whole field of knowledge of which all may taste. But suppose it is a school for the benefit of those favored by fortune, in the name of common justice, who should object? The property holders of the State draw from their pockets every year the means by which the poor are educated. One-fourth of all the taxes of the State is paid to teachers to instruct the children of the thousands who pay no taxes, and of the common property 50,000,000 of acres already surveyed have been granted as a perpetual fund to endow the common schools forever. When those who own the land and pay the taxes have been thus liberal with the taxes which they pay every year, who dare complain if the State shall endow a university to afford the sons and daughters of the same taxpayers the means of more advanced instruction? I fail to appreciate the statesmanship which panders to class prejudice, grows eloquent over "common schools," on the eve of an election, and yet hangs on the wheels of intellectual progress because all men are not rich. Nor, further, can I understand that statesmanship which would limit the aspirations of our bright-eyed boys and girls to such knowledge as the common schools will bestow.

After forty years of independence and prosperity, where, to-day, are the distinguished linguists, mathematicians, geologists, civil engineers, and other highly learned men who have been educated in Texas? There is not one. With great resources always at our control, a generation has been raised with only such opportunities as the country schools could afford. If a strange mineral is found in your land you must send it out of Texas to be assayed, or import a man to tell you what it is. If waterworks, gasworks, or manufactories are to be established in your towns, you must send abroad for educated brain to construct and operate them. If a railroad is to be built, its course and grades must be determined by engineers educated abroad. Nor is this all; the science and skilled labor which we need must be imported from a section which has been instructed by demagogues to look on the South with suspicion and distrust. What has been the result? Your best water power is not utilized, for the people who own it know nothing of manufacturing enterprises which give it value, and capital, always timid, comes slowly and with distrust. The mineral veins of your mountains remain hidden from your sight, for you have not sent out to each county educated geologists to tell you where they are. Your products, instead of being manufactured here at home, bringing wealth and affording employment to labor, go North to enrich other States whose educated sons hold a mortgage on all our industries. Hewers of wood and drawers of water we must remain unless advanced education shall relieve us.

He clearly showed that the university as contemplated by the constitution and established by the legislature was "a public free school for those who seek instruction in the higher walks of education—a common free university, the capstone and head of the free-school system." Continuing his argument, he said:

It is the misfortune of this session that we can attempt nothing useful for the State without having the claims of railway certificate holders thrust before us. Before we could pass a bill introduced by me to stop the surveying and speculative waste of 8,000,000 acres of land in the Panhandle and Texas Pacific reservation, we had to listen for two days to the argument that railway land certificates should cover that territory, that their holders had vested rights, and I was then accused of

seeking to tie up that country for the use of the university. Now, when the claims of this free high school are presented, the same cry is raised, and we are told that if we appropriate any of this land to the benefit of our children it will be an act of bad faith on the part of the State to those who hold railway certificates.

Judge Terrell also contended that the action of the State convention which made the constitution of 1876 was violative of the property guaranties of the Federal Constitution in depriving the university of a large portion of its landed endowment, including 700,000 acres which it then owned under existing laws, and 1,500,000 acres which would accrue to it from the tenth sections of the railroad surveys. This could neither be done, he held, by the constitution nor laws of a State; yet here was the university, a legal entity, created by the act of 1858, endowed with capacity to receive grants, deprived without process of law of a vast endowment, without a question being raised and without exciting a murmur of complaint. "The reason of this submission," he declared, "is manifest; the victims were children, and their only guardian was the State, which perpetrated the wrong."

ONLY ONE MILLION ACRES GRANTED.

Despite all the earnest pleadings in behalf of the university the bill to appropriate 2,000,000 acres to the university did not pass; but subsequently, in 1883, the eighteenth legislature granted 1,000,000 acres each to the free schools and the university. The bill passed the senate after a gallant fight for it led by Senator Terrell, and went to the house. Here the real opposition was developed, as stated in the *Houston Post*:

The anti-university men began preparations for the funeral of the bill. Just at this critical moment Hon. J. E. Hill, of Polk County, came to the rescue, and by an adroit movement saved the measure by an amendment providing for a donation of a like number of acres for the common-school fund. This captured the opposition, because to vote now against the bill was to vote against a free-school appropriation. This ruse was successful, the opposition melted away sufficiently to allow the bill to pass, and at least partial restitution to the university was accomplished.

In connection with the strange opposition to the university referred to by Judge Terrell, how, it may be asked, would Tesla have succeeded with but a common school or ordinary college education; and as to those with little or no education who succeed by dint of superior genius, how much more successful they might be with the added benefits of university instruction! As Col. Maunsel White, a distinguished citizen of New Orleans, father of Judge White, of the United States Supreme Court, observed of Louisiana in a letter to *De Bow's Review*, in 1847, arguing in favor of a university, so of Texas:

The surprise should not be that the State has produced of her own growth so few men of commanding abilities and information, but that she has produced any at all. Of common schools, those nurseries of early youth, where character for life is formed, and



A. P. WOOLDRIDGE.



well formed, when efficiently organized, no one can have a higher estimate. But what, after all, are common schools, if the system of education must be arrested there? Is it not cruelty to implant a love of knowledge and deny its consummation? The mere elementary provisions of such schools are not sufficient to qualify men for all the relations of life. There is that which they can never give—the power which influences the councils of a people, which directs and executes high national movements, which extends the domain of letters and science and is felt in the destinies of a country and an age. (Cited in Fay's History of Education in Louisiana.)

Other prominent men besides Governor Roberts and Judge Terrell became enthusiastic over the prospect of starting the university. Among them Lieut. Gov. L. J. Story, who in his address as president of the senate, spoke out in the following hopeful terms:

What Texan's heart does not throb with delight as he contemplates the prospect before us, and, as I believe, in the near future, for the erection of a first-class State university? Already the princely fund provided by our patriot fathers for this purpose is believed to have reached the value of \$2,500,000, and the demand is coming up from every quarter that the legislature shall declare that it is now "practicable," and that it shall proceed to "establish, organize, and provide for the maintenance, support, and direction of a university of the first class, to be styled the University of Texas." Let the good work begin at once and be pressed to an early completion, and, as soon as possible, save to Texas the quarter of a million dollars annually contributed by her people to build up and support institutions of learning in other States where they send their children to be educated. And better still, let the heroic deeds of our patriot fathers be studied by the youths of Texas in our own institutions, and from the proud dome of our university, as it towers above the hilltops of the capital city, let them map out for themselves the pathway to fame and to fortune.

OTHER ENDOWMENT PROPOSITIONS.

The following propositions, besides the one recommended by Governor Roberts, and so strenuously championed by Judge Terrell, were introduced in the seventeenth legislature, most of them showing a liberal spirit to the university: By Senator Lane and Senator Stubbs, each, "A bill to adjust and pay the State's indebtedness to the university;" by the State Teachers' Association, memorial and draft of a bill to organize the university, providing, among its features, for electing a university president, and that no university funds be used for erecting dormitories, professors' houses, or mess halls; by Senator Buchanan, "An act to establish the State University;" by Representative Hutcheson, for the committee on education, "An act to establish the University of Texas, being a bill to set apart alternate sections of land surveyed in the State, by and for railroads and other works of internal improvements, for the benefit of the State University and other school purposes;" by Senator Stubbs, bill to appropriate 2,000,000 acres, and by Senator Swain, bill to appropriate 3,000,000 acres to the university; by Senator Davis, an act relative to the sale and investment of proceeds of the public lands, with amendment by Senator Ross, "to strike out all in the bill applying any of the proceeds of the sales of the land to the university funds, or diverting the

same from the payment of the public debt;" by Senator Duncan, bill to appropriate 1,000,000 acres of land, to be divided equally for the university and free schools; by Senator Brown, bill providing for the leasing of the university lands; by Representative Todd, bill to appropriate 2,500,000 acres of land to endow the University of Texas; and by Representative Hutcheson, an act to recognize the validity of, and pay the interest on, the debts due by the State to the common school and university funds.

PECULIAR EFFECTS OF THE ORGANIC LAW.

Among the features of the existing organic law (the constitution of 1876) on the subject of "education," more or less affecting the university, section 48 of Article III provides for "taxation and other public burdens for support of public schools, including colleges and universities established by the State; and section 7, Article VIII, that "the legislature shall not have power to borrow or in any manner divert from its purpose any special fund" (such as that of the university)—a provision, by the way, which as already seen has been several times disregarded by the legislature diverting and in some instances not restoring university funds. It was this constitution, resulting from "reconstruction," which fixed the title and purposes of the university, providing (section 10, Article VII) that—"The legislature shall, as soon as practicable, establish, organize, and provide for the maintenance, support, and direction of a university of the first class, to be located by a vote of the people of the State, and styled 'The University of Texas,' for the promotion of literature and the arts and sciences, including an agricultural and mechanical department." Further provisions of the third article of the constitution relating to the university are cited in the chapter on the subject of "the free schools and university education." As will be seen by reference to them the provisions affecting the university are peculiar. First, as a general or governing rule, it is in effect provided that taxes may be levied or burdens imposed upon the people for support of the university. This clearly includes buildings, as such institutions can not be supported without them. But section 14 of Article VII, says:

No tax shall be levied, and no money appropriated out of the general revenue, . . . for the establishment and erection of the buildings of the University of Texas.

So that while section 48 of Article III provides for taxation (say a university tax) and burdens (appropriations for instance) for support of the university, which support would include buildings, section 14 of Article VII provides that no tax shall be levied and no money appropriated out of the general revenue for university buildings—meaning, so far as the tax itself is concerned, that no tax shall be

levied to come out of the general revenue; that is to say, no division of the tax shall be made by fixing or using any percentage of it for university buildings, as for instance would be expressed by saying that there shall be a general revenue tax of 31 per cent, of which 1 per cent may be used for the support of the university, which would include buildings as a necessity for its support. It can not mean to inhibit such support of the university from any source, as that would be out of all reason, besides conflicting with the more general and governing provisions of section 48 of Article III, to which section 14 of Article VII can only be regarded as an exception, to prevent use of the general revenue for such buildings. No matter how the school fund may be specifically constituted by the provisions of Article VII, the more general and governing rule of section 48 of Article III makes its application general for all school purposes—that is, for the support of all public schools, including colleges and universities, and indeed any public school established by the State, or which the State may wish to establish. Further, it does not follow that because special or partial provision happens to be made as to the university, as well as for the asylums and the schools themselves, in Article VII, they are thereby deprived of further State aid, or the benefit of the general and governing provisions of Article III, nor are they, as the legislature continues to make such appropriations for them in land and money as may be necessary or it deems proper. A university tax, whether imposed upon the general revenue or the school fund, or both, or fixed independently of either, is clearly admissible under section 48, and may be imposed and collected separately as a special university tax, just as the revenue tax and the school tax are imposed and collected for their special purposes. And while any want of the university (except buildings) can be provided for by appropriations from general revenue, it is clear that all its wants can, if the legislature is so disposed, be constitutionally supplied by appropriations from the school fund, or by a special university tax, as a percentage of either the revenue tax or the school tax, or both, or independently as a new tax provision, as Article III makes the power to establish such tax a general provision. As the university grows and new buildings are needed and can not be provided for out of the general revenue, the legislature can and has allowed available funds of the university to be used for buildings by covering the amounts used back to the university from the State's general revenue. But such action seems strained and circumlocutory, and certainly unnecessary, since the university is a prominent though not the main factor of the State's public-school system—in fact a complete public school like any other established by the State, clearly designated as such in the terms “the public schools, in which shall be included colleges and universities established by the State,” and entitled in common with them to the benefits of the school fund, whether

for buildings or any other purpose necessary for its support. The expression in the constitution that "the available school fund shall be distributed to the several counties according to their scholastic population" could only have been intended to fix the ratio for distribution, and to mean simply that whatever amount of the fund the legislature may leave for them after making other appropriations from the fund shall be so distributed—that is, to the counties, and not that the university, the Agricultural and Mechanical College, the Normals, and any other public school the State may establish shall be excluded entirely from support from that fund. This would be counter to the right of State sovereignty, as it would estop the State from supporting other educational institutions from that source, no matter how ample the fund or great the necessities of such institutions. No State would so stultify its sovereignty of action or right to support its institutions in any way circumstances might render advisable. After all, it were better perhaps to discard mere abstruse technicalities of construction in such matters and let the college, the free schools, and the university all have the benefit of appropriations from general revenue when it has the funds to afford them. Their special endowments should not be a perpetual bar to any aid it may be desirable for the State to extend to them in lands, money, or bonds. And this more especially for the reason that one generation is not expected to legislate for all future generations, and even organic laws have to be changed or liberally construed to meet new conditions. The right of the legislature to grant appropriations to the university from the general fund, which remained dormant or purposely disregarded till recent years, has been ably demonstrated in published arguments by Governor Roberts, General Maxey, and Professor Gould.

LEGISLATIVE ACTION.

In the twentieth legislature, although the State had nearly a million dollars of indemnity funds returned by the Federal Government at its disposal, all that the legislature would do for the university was to lump the claims, to avoid acknowledging specific indebtedness for any of them, and allow the university but \$40,000 of the indemnity funds and make it a "loan of \$125,000 to be in full settlement of all demands of the university against the State," which was certainly an ingenious and convenient mode of disposing of the vexed question in a legislative way by substituting a loan for the indebtedness. Still, as one legislature is not bound by the enactments of another, however specious, the claims, amounting to several hundred thousand dollars, may some day be allowed, though it is not likely that such will ever be the good fortune of the university. In noticing these old claims the San Antonio Express thus argued the question as to some of them:

Among the items of the university claims is one for \$40,000 of university funds, which, as shown by the comptroller's books, was transferred to State revenue account



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May 30, 1863, with this note of entry: "This amount is transferred by order of the comptroller." As far as known, there was no other authority for the transfer, and for this reason some members of the legislature contend that the money should not be refunded to the university, and the pending bill in the legislature, while allowing \$25,500 of the \$40,000, disallows any interest, which, as the claim happens to be an old one, amounts to \$74,800. The reason assigned for reducing the principal is that only \$25,500 is actually shown to have been used by the State; but as the whole amount, \$40,000, was transferred to the State fund, it is very properly claimed that the State is responsible to the university to the full amount, no matter what use the State made of the money or any part of it, as the transfer was the act of the comptroller, whose acts are constructively the acts of the State. The law as to the act of an agent exceeding his authority not binding the principal does not apply, for the comptroller is something more than a mere agent. He is part and parcel of the State governmental entity, a bonded officer of the government, whose acts and bond bind him for the State's protection and its faithful guardianship of such interests, especially fiduciary trusts, as the State must protect for the public benefit. His acts in the range of his department are as binding as the acts of the governor or the legislature. He can not exceed his authority within the pale of his official duties without morally as well as legally binding the State to protect the interests confided to its care, particularly such interests as the university fund, for which the State is trustee. How, then, can the State claim that under the act of its own officer it is not responsible to the university for the whole amount, \$40,000? As for not allowing interest on the entire sum on the ground that there happened to be no interest expressed in the *ex parte* transaction when the State of its own motion took the money without the consent of any representative for the university, such a position is a mere subterfuge for not doing justice to the university. Legislators taking such a position may argue ever so plausibly about there being no law or precedent for the State to allow interest on open accounts or ordinary claims against the State, but they can show none for refusing interest on borrowed trust funds, as in this case. Besides, interest, which is the recognized earnest or legal sanction and penalty for the use of money, is naturally implied unless it is expressly stipulated that none is to be allowed.

It may be added that State sovereignty as to nonpayment of interest should not be pleaded by a great State in bar of justice to a State institution, and possibly would not have been but for the enormity of the interest compared with the principal, on account of the long period of its accumulation. Still it remains, as expressed by the regents, that the legislature has assumed to discharge an obligation to the university of several hundred thousand dollars by "a loan of \$125,000;" and this, as they might have added, with a treasury overflowing with funds independent of the \$1,000,000 indemnity money. The regents, in further alluding to the claims in their appeal to the governor and legislature, stated:

The facts, as presented in statements of the comptroller, are plain and indisputable. University lands were sold during a certain period, by authority of the legislature, for Confederate money. For these lands there was received in this money \$114,804, which was placed to the credit of the university fund. Of this amount \$40,000 was transferred by the comptroller to the general revenue, and used, doubtless, in defraying the ordinary expenses of the State government; \$74,804 was turned over to the Confederate States depository, to be funded under the laws of the Confederate States' government in bonds for the benefit of the university. None of this money (\$114,804) paid for the university lands by authority of the State legislature has been restored to the university fund. The only question is whether the State is under obligation to

return it. The regents are of the opinion expressed by the compiler of Paschal's Digest: "Such payments (Confederate money for university lands) may operate as discharge to the debtors, but it would seem to leave a just claim on the State in favor of the education (university) fund."

It may not be out of place to state that in recognizing this claim of the university, which can not be enforced in the courts, the legislature will but follow in the steps of the General Government in allowing to Texas an indemnity fund which the State had no power to enforce or ability to collect. What Congress has just done the State legislature can certainly do, especially as in doing this the legislature will not be paying money to an outsider, but will simply be repaying to one department money borrowed from that department to pay expenses of another department, or refunding securities received by order of one department in trust for another department, which securities have since become worthless. It may be proper to say here that this claim for money paid in Confederate notes for university lands has not been filed sooner because the facts were not until recently sufficiently known to justify a formal presentation of the matter.

In a letter to Governor Ross, General Maxey urged that the "university would never have greater need of the funds due it from the State or the State be in better condition to settle." He knew of "no principle save force that would enable a State, acting as trustee, withholding these funds."

DISAPPOINTMENT AND REVELATION.

Governor Ross having suggested that the indemnity money be placed for distribution from the general revenue, the right of the legislature to grant appropriations from that source for certain university purposes—a right which had been clearly demonstrated in arguments by Governor Roberts, Judge Gould, and General Maxey—was very properly invoked, in case the indemnity went to general revenue account instead of being distributed by direct appropriation of the money. The governor's suggestion however prevailed, and the university, as has been shown, got but \$40,000. The legislature however was gracious enough to "loan the university \$125,000" of the funds, but mainly for the benefit of the medical department at Galveston. The other State institutions all fared much better from the indemnity funds than did the university.

Before the university finally got into operation for the admission of students, Governor Ireland, Regent Hadra, State Senator Pfeuffer, and other prominent gentlemen opposed its opening as premature, some of them rather favoring the plan of "district colleges as feeders," already referred to, for preparing and furnishing students ready for it, till the resources of the university justified its opening on a more elaborate scale, commensurate with the scope of such institutions in other States. The regents and other friends of the university, however, including Ex-Governor Roberts, who while in the executive chair had insisted on making a beginning and trusting to the chances of public favor for building up the university,

were not at all impressed with the idea of there being any advantage in further delay, particularly as the legislature, in addition to appropriations to the colored normal school, and other diversions of the university fund, persisted in largely applying the university money to the Agricultural and Mechanical College, so that there was little hope of any great accumulations of university resources with which to put the parent institution or main establishment at Austin into operation. So the regents decided to make a beginning. At their first meeting held at Austin November 16, 1881, State Comptroller Brown had reported that there would be in the treasury January 1, 1883, belonging to the university only \$37,024 in cash and \$134,472 in State bonds, substituted for United States bonds used by the State. This was certainly a very weak exhibit for inaugurating a "first-class university," as contemplated by the constitution, especially as the bonds were those which had been declared to be of doubtful validity, and might be ultimately repudiated. But fortunately at this juncture there was a most opportune revelation as to university finances, which encouraged its friends, and for the time being seemed to check any opposition on the part of Governor Ireland, during whose administration the institution was finally opened in the fall of 1883, by temporary use of rooms in the State capitol, pending completion of the main university buildings. This revelation was like opening a mine of hidden resources, disclosing some \$87,000, which a ruling of Comptroller Brown had locked in the treasury as part of the permanent university fund, but by counter ruling of his successor, Comptroller Swain, was transferred to the available fund of the university, and thus made subject to use for its immediate necessities. And so it happened, that what was presumably a conscientious ruling by Comptroller Brown, as he was supposed to be friendly to the university, had indirectly perhaps been of great service to the institution, as but for his action, had the money been credited to the available university fund, it might all have been appropriated by the legislature to the Agricultural and Mechanical College at Bryan, and partly even to the colored normal school at Hempstead, or expended by the State in some sort of legislatively "justified diversion of funds held in trust for one purpose but changed by legislative enactment to another," so as to leave nothing as a basis for the counter ruling of Brown's successor. Further than this, Comptroller Brown had persistently refused to consider the normal school as in any sense a branch of the university, as had been claimed for it by the legislature from the fact of its being attached to the Agricultural and Mechanical College branch, and would not audit the accounts to be paid out for it from specific appropriations of the university fund on the ground that such grants were unconstitutional. The Swain ruling, however, was the great fortunate desideratum for the university, as without it the money would have

remained out of control of the university regents, and for this reason the revelation of it was not only a great surprise but a source of great rejoicing to the friends of the institution. Governor Ireland seemingly yielded his opposition to the immediate opening of the university and subsequently recommended that \$22,496 which had been given to the colored normal, the Prairie View school, be restored to the university fund. This was done, with the exception of interest, which the State never allows unless specially so provided for by law, and not always then, as has been shown in the history of the university. The results, either way of the comptrollers' rulings, show the great importance of conscientious consideration and well-guarded action by State officials. Comptroller Swain was the author of a proposition while in the State senate in 1882 to appropriate 3,000,000 acres of land to endow the university, which would have been but a fair allowance, considered either as a matter of restitution of original grants to the university or proper provision for its support as an important State institution.

ACTION OF THE TWENTY-SIXTH LEGISLATURE.

The whole history of legislation affecting the University of Texas, as has been seen, presents a checkered career of great expectations and deep-down disappointments in the hearts of the friends of the institution. It got but a modicum when it was so reasonably and fondly hoped that the "old indebtedness" of several hundred thousand dollars due it by the State would be allowed out of the million dollars indemnity money refunded to Texas by the General Government for frontier defense for which the State had used university funds. As also shown, its original endowment was reduced by the constitution of 1876 to the extent of millions of dollars in the value of lands which under the grant would long ago have accrued to the university; and great opposition was encountered in the legislature to a proposition to allow \$75,000 for each of the two years 1899 and 1900 for needed university buildings.

Opposition to the \$75,000 appropriations was based mainly on constitutional objections and the assumption that funds in the treasury did not warrant the appropriations, though there were several million dollars in the State's vaults when the legislature assembled, and there are still considerable surplus funds, over \$1,000,000, in the public coffers. And this chronic objection to university appropriations that the funds are always needed for other purposes suggests very forcibly the propriety of the State establishing a special university tax, so that the institution can always rely upon funds of its own, instead of wrangling with other contending interests for legislative success.

The objection raised being that the constitution prohibits appropriations from the general revenue for university buildings, the regents applied for the money from that fund, from which, it was contended, it could be constitutionally granted for maintenance of the university, as had been done by a previous legislature, thus leaving existing university funds for buildings; but certain members argued that this was simply dodging the constitution, and thus indirectly illegal. As usual, too, the old anti-university cry was revived that it was "a rich man's and not a poor man's school." Representative Morrow calculated that the money would meet the usual per capita for 20,000 poor children in the common schools. Representative Neff, a graduate of the university, aptly replied to this that if a common-school education was the extent to which members were willing for the State to go, he was a better friend to the poor school urchin than they were, as he wanted the State to maintain the university so that the poor boy could have the same fine advantages as the rich man's son—the benefits of a university education. Mr. Palmer, another university student, after detailing his hard struggles to get to the university, practically illustrated that it was emphatically a poor man's school, as but for it he could never have acquired a university education. Mr. Kennedy figured it out that the legislature already had in view appropriations for other institutions and proposed enterprises more important than the university that would exhaust all present and prospective funds of the State for the next two years, and for that reason, without feeling inimical to the institution, he opposed the appropriations. On the other hand, Mr. McAnally cited from the comptroller's report that there was \$1,600,000 of general revenue in the treasury, and contended that there would be an ample surplus left for the university appropriations. Governor Sayers, he said, wanted the university to have the appropriation. There were seven university graduate members of the house, Messrs. Neff, Palmer, Maxwell, McKamy, Caldwell, Collins, and Goodlett, all of whom naturally worked for the university appropriations. Representative Wooten made a most eloquent and, it was hoped, convincing argument to show not only the constitutionality but propriety and necessity of the proposition, but after continued discussion for several sittings of the house it was defeated by 22 majority. Amendment to make the amount \$40,000 each year was lost by 5 majority, and finally an amendment by Representative Maxwell was adopted, allowing \$35,000 each year. This was effected by the close vote of 54 to 52. Subsequently the matter was reconsidered, but the house refused to change the appropriation, thus leaving the controversy to a free conference committee. The medical department at Galveston was allowed \$35,500 for each of the two years. Those who spoke in the university's behalf, or earnestly

worked for it, were Representatives Tarver, Prince, McAnally, Chambers, Grubbs, Neff, Wooten, Monroe, Palmer, Wheelers, Maxwell, McKamy, Childs, Grogan, Connolly, Kittrell, Staples, Caldwell, Collins, Goodlett, Thomas, and Little. It seems that opponents to the appropriations for the university whose constitutional scruples were overcome were still, many of them, swayed by their prejudices and economic views as to the propriety of the grant. It is, unfortunately, too true that many members of the legislature never visit the university so as to be enlightened as to the character, work, and needs of such an institution.

What the legislature of 1899 finally did was to allow the university for the main establishment at Austin \$40,000 for each of the two years from the State's general revenue, and from the same fund \$85,500 for each year for the medical department at Galveston. The Agricultural and Mechanical College at Bryan was allowed \$103,900 for the first and \$80,000 for the second year. Provision was also made to establish a chair of entomology at the college. The number of the board of college directors was increased from five to eight members.

For the first time in the history of the university, the legislature, in some sense, complied with the law providing for a board of visitors, in addition to the board of regents for the university, by appointing a committee to visit it, the appointees being Rosser Thomas, Jasper Collins and John Willacy, all members of the house of representatives. The bill of Representative Grubbs for the establishment by the State of a girl's industrial school, after passing the house, was defeated in the senate.

Not a word was said in the legislature during the session about a university tax; but as a tax commission was created it may be that body will recommend the fixing of a special tax for the university.

After the appropriations of \$40,000 for each of the two years for the university from the general revenue were adopted, Representative Henderson stated to the house that he intended to make the question of the right of the legislature to appropriate general revenue for that institution an issue before the people in the next State canvass, and Representative Monroe promptly responded that he would meet him on the stump on that question. He would never admit that such appropriations were unconstitutional until declared to be so by the Supreme Court.

Chapter VII.

UNIVERSITY ORGANIZATION.

So far it has been shown how the university trust has been neglected and university organization retarded by legislation too often responsive to misdirected public sentiment; it remains now to recite how, despite all obstacles encountered and consequent retrogression, the university finally got into operation, not under the acts of 1858 and 1866, but under the provisions of the constitution of 1876, abridging, as that did, the originally grand endowment of the university, and more definitely under the final university act of March 30, 1881, and subsequent legislation up to the date of the practical operation of the institution by temporary use of rooms for recitations and lectures in the State capitol in September, 1883, till the main building at Austin was sufficiently constructed for occupancy January 1, 1884.

Realizing fully the heavy drain of funds which were constantly diverted from the State to educate Texas boys and girls abroad, and seeing places of honor and emolument for teachers and other professions preferably awarded to young men and women of other States on account of their superior educational qualifications, the great majority of the people were at last alive to the importance and necessity of weighing existing conditions and launching the university upon the open sea of experiment without waiting for its being fully manned and equipped. The quicker done the better, in order to sooner bring it into competition with the growing universities of the country, and by affording Texan youth the all-satisfying repasts of a grand university's advantages, remove the temptation to seek advanced instruction at other institutions, and thus utilize home talent and home development at home institutions for home work and professional excellence. Fortunately, notwithstanding the great obstacles encountered to get it into operation, it had the promoting influence of men of experience and advanced ideas as to the benefits and effects of university education in the older States, but for which the establishment of the Texas University, with all its grandly planned endowment, might not even now be effected. As it is, while much has been accomplished to open the way to success, much remains to be done to keep step to the music of educational progress, and the grand march of this great empire State in political importance.

As finally passed, the university act of 1881, under which the university was organized and is now operating, is as follows:

UNIVERSITY ACT OF 1881.

SECTION 1. *Be it enacted by the legislature of the State of Texas, That there be established in this State, at such locality as may be determined by a vote of the people, an institution of learning, which shall be called and known as the University of Texas. The medical department of the university shall be located, if so determined by a vote of the people, at a different point from the university proper, and as a branch thereof, and the question of the location of said department shall be submitted to the people and voted on separately from the propositions for the location of the main university. The nominations and elections for the location of the medical department shall be subject to the other provisions of this act with respect to the time and manner of determining the location of the university.*

SEC. 2. An election shall be held on the first Tuesday of September, eighteen hundred and eighty-one, for the purpose of locating the University of Texas, and the governor is hereby authorized and instructed to issue his proclamation ordering an election on said day for said purpose, and returns of said election shall be made in the manner prescribed in the general election law.

SEC. 3. All localities put in nomination for the location of the university shall be forwarded to the governor at least forty days anterior to the holding of said election, and the governor shall embrace in his proclamation ordering said election the names of said localities: *Provided, That any citizen may vote for any locality not named in said proclamation.*

SEC. 4. The locality receiving the largest number of votes shall be declared elected, and the university shall be established at such locality: *Provided, That the vote cast for said locality shall amount to one-third of the votes cast; but if no place shall receive one-third of the entire vote cast, another election shall be ordered, within ninety days of the first election, between the two places receiving the highest number of votes, and the one receiving the highest number at said second election shall be declared to be selected by the people as the location of the University of Texas.*

SEC. 5. The government of the university shall be vested in a board of regents, to consist of eight members, selected from different portions of the State, who shall be nominated by the governor, and appointed by and with the consent of the Senate.

SEC. 6. The board of regents shall be divided into classes, numbered one, two, three, and four, as determined by the board at their first meeting; shall hold their office two, four, six, and eight years respectively, from the time of their appointment. From and after the first of January, eighteen hundred and eighty-three, two members shall be appointed at each session of the legislature to supply the vacancies made by the provisions of this section, and in the manner provided for in the preceding section, who shall hold office for eight years respectively.

SEC. 7. The regents appointed pursuant to the fifth section of this act, and their successors, whether shall have the right of making and using a common seal and altering the same at pleasure.

SEC. 8. The regents shall organize by the election of a president of the board of regents to their own number, who shall hold his office during the pleasure of the board. They shall establish the departments of a first-class university, determine the offices and professorships, appoint the professors (who shall constitute the faculty, with authority to elect their own chairman) and other officers, fix their respective salaries, and to enact such by-laws, rules, and regulations as may be necessary for the successful management and government of the university: *Provided, That the salaries and expenses of the university shall never exceed the interest on the university fund and sales fund, or ever become a charge on the general revenue of the State.*

Sec. 9. The immediate government of the several departments shall be intrusted to their respective faculties, subject to joint supervision of the whole faculty, but the regents shall have power to regulate the courses of instruction and prescribe, by and with the advice of the professors, the books and authorities used in the several departments, and to confer such degrees and to grant such diplomas as are usually conferred and granted by universities.

Sec. 10. The regents shall have power to remove any professor, tutor, or other officer connected with the institution, when, in their judgment, the interest of the university shall require it.

Sec. 11. The fee for admission to the university shall never exceed thirty dollars, and it shall be open to all persons in the State who may wish to avail themselves of its advantages, and to male and female on equal terms, without charge for tuition, under the regulations prescribed by the regents, and all others under such regulations as the board of regents may prescribe.

Sec. 12. The treasurer of the State shall be the treasurer of the university.

Sec. 13. It shall be the duty of the governor within thirty days after the location of the university shall have been determined to convene the board of regents at the city of Austin for the following purposes:

First. To effect the permanent organization of said board.

Second. To adopt such regulations as they may deem proper for their government.

Sec. 14. Meetings of the board shall be called in such manner and at such place as the regents may prescribe, and a majority of them so assembled shall constitute a quorum for the transaction of business, and a less number may adjourn from time to time.

Sec. 15. It shall be the duty of the board of regents, after the organization of the board of regents, to meet at the place chosen for the university for the following purposes:

First. To establish the departments of the university.

Second. To define the general plan of the university buildings.

Third. To advertise for plans and specifications of the same.

Fourth. To take such action as may be deemed advisable for the creation of professorships and the election of professors.

Fifth. To take such action as may be deemed necessary for perfecting the organization of the university.

Sec. 16. After the plan and specifications of the building shall have been adopted, it shall be the duty of the board of regents to advertise for bids for the construction of the same, and to proceed as soon as practicable to the erection of the same. The buildings to be substantial and handsome, but not loaded with useless and expensive ornamentation: *Provided*, That the cost of the buildings shall not exceed one hundred and fifty thousand dollars: *And provided further*, That said buildings shall be so constructed as to admit of additions thereto, without marring the harmony of the architecture.

Sec. 17. The regents are empowered, and it shall be their duty to purchase the necessary furniture, library, apparatus, museum, and other appliances: *Provided*, That the amount expended for said purposes shall not exceed forty thousand dollars.

Sec. 18. The regents shall have authority to expend the interest which has heretofore accrued, and may hereafter accrue, on the permanent university fund, for the purposes herein specified, and for the maintenance of the branches of the university, and the said interest is hereby appropriated for this purpose.

Sec. 19. All expenditure shall be made by order of the board of regents, and the same shall be paid on warrants of the comptroller, based on vouchers approved by the president and countersigned by the secretary.

Sec. 20. No religious qualification shall be required for admission to any office or privilege in the university; nor shall any course of instruction of a sectarian character be taught therein.

Sac. 21. The board of regents shall report to the board of education annually, and to each regular session of the legislature, the condition of the university, setting forth the receipts and disbursements, the number and salary of the faculty, the number of students, classified in grades and departments, the expenses of each year, itemized, and the proceedings of the board and faculty fully stated.

Sac. 22. There shall be appointed by the legislature, at each regular session, a board of visitors, who shall attend the annual examinations of the university and its branches, and report to the legislature thereon.

Sac. 23. The reasonable expenses incurred by the board of regency and visitation, in the discharge of their duties, shall be paid from the available university fund.

Sac. 24. That all laws and parts of laws in conflict with this act be, and the same are hereby, repealed.

Approved, March 30, A. D. 1881.

Takes effect ninety days after adjournment.

ADMINISTRATORS AND REGENTS.

In 1866 Governor Pease, under the act of 1858, appointed the "ten administrators of the University of Texas," as the law then required and designated them. The appointees were Charles S. West, George B. Erath, Henry F. Gillette, W. G. Webb, Robert Bechern, Gustave Sleicher, P. W. Kittrell, W. S. Glass, I. W. Ferris, and S. A. Stockdale. The number was subsequently reduced to eight, and in 1872 Governor Davis appointed as the board James H. Raymond, S. Mussina, C. R. Johns, M. A. Taylor, Hamilton Stuart, S. G. Newton, E. G. Benners, and J. R. Morris. In 1873 Governor Davis appointed a new board: Edward Degener, James H. Starr, A. H. Bryant, George W. Smyth, James W. Talbot, John W. Harris, Hamilton Stuart, and John C. Raymond.

The "board of eight university regents," as the law subsequently designated them, was the one authorized by the university act of 1881, and was appointed by Governor Roberts and confirmed by the senate, as follows: Thomas J. Devine, James W. Throckmorton, Richard B. Hubbard, Ashbel Smith, James H. Starr, A. N. Edwards, James H. Bell, and Smith Ragsdale. James Bell was appointed in place of E. M. Pease, who declined the appointment on account of his political views as to the management of the university. Col. Ashbel Smith was elected president of the board at the first meeting of the regents, held November 14, 1881, in Austin. The gentlemen who have successively been appointed for regular terms or to fill vacancies occurring in the board by declination or resignation were J. L. Camp, T. M. Harwood, T. D. Wooten, J. M. Boroughs, Lipscomb Norvel, William H. Crawford, M. L. Crawford, James H. Jones, A. T. McKinney, E. J. Simkins, George F. Moore, B. Hadra, James B. Clark, M. W. Garnett, George T. Todd, Seth Shepard, L. C. Alexander, George W. Brackenridge, A. J. Rose, T. C. Thompson, W. L. Prather, F. W. Ball, Robert E. Cowart, Armory R. Starr, Thomas S. Henderson, Beauregard Bryan, E. M. House, Frank M. Spencer, and T. W. Gregory.

Colonel Smith, as the first president of the board of regents, was most devoted to his work and active and instrumental in effecting the organization of the university. His successor, Dr. Wooten, the only member residing at Austin, has been equally zealous and efficient in the work. Regents Simkins, Harwood, Todd, Shepard, Clark, and Prather, and Secretary Wooldridge, were particularly useful, on account of their long-continued service, in pressing the claims of the university upon the legislature.

The new members, Brackenridge, Thompson, Ball, Cowart, Starr, Bryan, Henderson, and Spencer, have labored earnestly and more or less effectively in the interests of the institution. Regent Brackenridge, on account of his experience and practical suggestions, as a remarkably successful business man, has been of great benefit, not only as a member of the board, but personally, as the donor of two fine buildings and other gifts to the university. Regent Thompson is noted for the special interest he took, as the Galveston member of the board, in the medical department in that city. Regents Ball and Cowart, and the other new members coming on duty after the university got into operation, have all cooperated heartily and more or less effectively in promoting the university's general interests and efficiency, and especially the success of measures pending in its behalf before the legislature. Regent Prather made a remarkably able address before the legislative land committees in favor of the proposition to grant the regents control of the university lands. Regents Todd, McKinney, and Simkins were active in the university's behalf as members of the legislature. Regent Ragsdale was a member of the board for about a year only when he was made proctor of the university, in which capacity he served one or two sessions, and was succeeded by Regent Clark being appointed to the place. The regents as a board have been generally efficient and personally devoted to their official duties. Their general administration of university affairs has been characterized by wisdom and success.

It was mainly through the instrumentality of Regent Simkins, but actively aided by Senator Armistead and Representative Hudgins, that the State loan of \$125,000 to the university, which has been already referred to, was secured. It is proper to add that Representative Prendergast suggested the loan as a compromise of the conflicting demands of the university at Austin and the college branch at Bryan, which Judge Simkins, as a senator and regent gladly accepted, as probably all the legislature would allow at that time for the university. Dr. T. D. Wooten, as the local member and president of the regents, and A. P. Wooldridge, so long secretary of the board and resident of Austin, naturally had every opportunity for their earnest and efficient work in behalf of the university, not only in every general effort before the people and the legislature, but in all the details essential for its success. J. J. Lane, who succeeded Mr. Wooldridge,

was secretary for several years, and has lately been succeeded by the regents devolving the work upon the proctor, J. B. Clark, who is now both proctor and secretary, and very efficient in the discharge of his dual duties. He was formerly librarian as well as proctor and was materially aided in his library work by his wife, a lady of fine literary attainments.

LAYING THE CORNER STONE.

The laying of the corner stone of the university, November 17, 1882, at Austin, accompanied with the usual Masonic ceremonies, was an imposing event in the history of the institution, and was witnessed by a very large assemblage. Col. Ashbel Smith, as the appointed speaker for the interesting occasion, proud of a consummation which he had most assiduously labored to accomplish, said:

We have come up together to do a great work. We have come to lay the corner stone of the University of Texas. The original of a university for Texas, of a home institution, dates back to the heroes of San Jacinto. And this university, such as the founders of Texas with a people of the present race contemplated and provided for, such an institution as the wisest and best men of to-day among us look to be here established, cements the victory of San Jacinto and consecrates that battle as one of the few decisive battles of the world, and this Texas soil, to free institutions, to virtue, and to power. Keen and fierce were often the political antagonisms of the Texans of that generation, yet on the subject of providing a thorough home university education for the youth of Texas these stern men were as one man.

The people of the State of Texas in their constitution, Article VII, section 10, do ordain and command that "the legislature shall, as soon as practicable, establish, organize, and provide for the maintenance, support, and direction of a university of the first class, * * * for the promotion of literature, and the arts and sciences, including an agricultural and mechanical department." Here are the words of the constitution; they are clear in meaning and explicit; they are mandatory; they command the legislature; they express the will of the people; they give no countenance to the conceits of individuals who presume to be wiser than the people, and to set aside their sovereign will in favor of their own plans of education. The people of Texas in their constitution ordain the establishment of a university of the first class as solemnly as they ordain the establishment of courts of justice, of common schools, and other institutions of society. There is no open question of policy. The constitution has decided this matter.

The question has been sprung whether it is not too early to establish an university of the class in question. Why, Texas has at this moment a population of nearly 2,000,000 souls—about double the population of Virginia, slaves included, at the time when Mr. Jefferson founded its university, three times the white population of all Virginia at that period.

I beg your attention to a gross error, somewhat prevalent, in regard to any university that may be established in Texas. It is that a first-class university, indeed any university, as required to be established by the constitution, will be an institution exclusively for the rich, and not for the poor. The contrary will rather prove to be the fact. An university with tuition free, as provided for by the constitution, will be in a special manner for the poor. Unless an university shall be established in our State, not only is the poor boy excluded from the education which shall give him an equal start in the great race of life with the son of the rich man, but the father possessing a moderate and comfortable competency is debarred from bestowing on his

son an university education. Where is the demagogue that dare refuse this natural right to a thorough education to a poor boy—to the children of the poor? I say natural right, for are not the public lands, and the proceeds of the sale of these lands, the rightful property of the poor as well as the rich? The University of Texas is emphatically the poor boy's university.

Some persons labor under a vague impression that there is or may be an ill-defined rivalry, opposition, conflict of interests and purposes between the university and common schools. In their deep interest for common school education they conceive a distrust and entertain a not very clear idea of opposition toward the university. In this distrust they take refuge in the notion that it is safest to perfect first our system of common schools and to postpone the university. Now, so far from there being any rivalry, opposition, or conflict of interest between the university and the common schools, the exact reverse is the fact. They are, indeed, the best friends, each of the other, and especially is it true that the university is the great and efficient practical friend of common schools. Common schools commence the supply of students for the university. They are together the complements, each of the other, of a noble system of the best education of the people.

I beg to invoke authority and experience that will not be gainsaid. Mr. Jefferson was preeminently the apostle of the people. He has left on record his opinion that the benign influences of a higher education, an university education, such as now given in the University of Virginia, such as is contemplated to be given in the University of Texas, will permeate the masses and diffuse knowledge, the blessings of the common schools, among the people. These are Mr. Jefferson's words: "Make the university as good as possible, and the spirit of education will permeate the masses, in the end securing them the highest possible attainments." Mr. Jefferson wrote his own epitaph: "Thomas Jefferson, the author of the Declaration of Independence and founder of the University of Virginia." This is his epitaph, written in the maturity of his years and wisdom, in view of the solemnity of the grave, with the fruitful experience of his university before him. "Founder of the University" is his appeal to the grateful remembrance of future ages. Let no man hereafter delude himself with the idea that he is a Jefferson Democrat when he repudiates the fundamental idea of Thomas Jefferson. Have Mr. Jefferson's lofty anticipations of the blessings to flow from the university of which he was the founder been fulfilled, or was he a deluded visionary? And are those among us who shake their heads in distrust of an university, or stiffen their necks in hostility to it, the wise counsellors of the people? Let us see. I appeal to the record, to the annual report of the University of Virginia for last year. With honorable pride, with proud satisfaction, the rector, Gen. Alex. H. Stuart, and the board of visitors report to the governor of the State as follows:

"The record of the achievements of the university in advancing the cause of education in Virginia and in many of her sister States must be gratifying to every patriot. Her work has been a grand one, and she has accomplished it nobly. Her influence is daily felt through more than one-half the Union. She has performed the office of the great heart of the system of Southern education, sending with strong pulsation warm and invigorating lifeblood through every part of it down to the humblest primary school."

This is experience; this is fact. Let us of Texas, then, rise above idle suspicion and ignorant distrust and gird ourselves in earnest for performing the same noble office for the grand country of the American Union south and west of the Mississippi.

The University of Texas will not merely educate a vastly greater number of students than would otherwise obtain a high education, but there goes with it an advantage that is scarcely possible to overrate. It is a home education for the youth of our State. The youth who gets his education at home is in accord, in a sympathy having the strength of an instinct, with the people of Texas; his heart beats in all its

pulses with the heart of the great mass of his fellow-citizens—with a common heart, if I may so speak, of the people of Texas. Further, a corps of young men leaving the university annually and settling in every section of the State carry with them common sympathies; they unify the people of the State—make them one homogeneous community. They unify all the sentiments of all sections, make the citizens of various sections to understand each other, to esteem each other, and all of us to feel that all our great interests are in common, one and the same, including the existence of the State, one and indivisible.

Governor Roberts, speaking on the same occasion, said:

Let our common-school system, for which an ample provision in expectancy has already been made, become fully developed; let the intermediate high schools be fostered, and let the university and its branches be more amply endowed, organized, and put into full operation as a first-class university, the guiding head of our educational system, then will this State have put on her armor to vie with other States and nations for superiority. And then, after a time, future generations will proudly point to the University of Texas as the brightest jewel in the crown of our greatness as a people and as a State.

Attorney-General McLeary made a brief address as officiating officer in the Masonic ceremonies.

ACADEMIC DEPARTMENT.

The board of regents appointed by Governor Roberts, consisting of Messrs. Thomas J. Devine, James W. Throckmorton, Richard B. Hubbard, Ashbel Smith, James H. Star, A. N. Edwards, James H. Bell, and Smith Ragsdale, met November 14, 1881, in Austin, and after organizing, by electing Col. Ashbel Smith president, and Mr. Edwards secretary, of the board, considered the question of ways and means for constructing the necessary buildings, as well as selecting a faculty, and other matters, including provision for laying the corner stone of the university at Austin.

At this first meeting the board decided to establish as soon as practicable an "academic department," a "department of law," and a "department of medicine." The academic department was to have one professor, respectively, for the following branches:

1. English language, English literature, and history.
2. Chemistry and physics.
3. Natural philosophy, astronomy, mechanics, and meteorology.
4. Natural history and botany.
5. Mathematics and practical engineering.
6. School of mines, geology, and mineralogy.
7. Moral philosophy and ethics, and political economy.
8. Ancient languages—Greek and Latin.
9. Modern languages—French, Spanish, and German.

The only academic chairs filled by the board at that meeting, however, were—

1. English language, literature, and history, Leslie Waggener, LL. D.

2. Chemistry and physics, J. W. Mallet, F. R. S., LL. D.
3. Pure and applied mathematics, W. Leroy Broun, LL. D.
4. The Latin and Greek languages and literature, Milton W. Humphreys, LL. D., Ph. D.
5. Modern languages, H. Tallichet, A. M.

Two professors for the law department, Governor Oran M. Roberts and Judge R. S. Gould, both of whom had been chief justices of the supreme court of the State, were also appointed.

Subsequently, however, in 1883, the first addition to the faculty was made by the election of Rev. R. L. Dabney (A. M., D. D., LL. D.), of Virginia, to the chair of "mental and moral philosophy and political science," as the chair was then designated.

In connection with their first selections, the regents, after referring to the scant available funds of the university, stated in their report to Governor Roberts:

We are aware the number of professors is utterly inadequate even for a respectable collegiate institution, much less for a university of the first class as required in the constitution, as demanded by the people of Texas, and as competent to afford thorough, comprehensive instruction to the youth of Texas, and to furnish the scientific knowledge which the undeveloped resources of our great State immediately and urgently stand in need of. General equipment and material for instruction are as indispensable as professors; they are as indispensable as tools and material are to any of the mechanic arts of common life. In view of the wants just specified, the regents respectfully state that all the resources of the university already alluded to, if utilized to their utmost, are inadequate to the indispensable wants of the university for imparting instruction. This is not all. Without the equipment and the materials, and other appliances and a separate building for a chemical laboratory, the university would in vain expect or hope to present a faculty which would meet just public expectation. The professors already chosen are gentlemen eminent in qualifications and well-established reputations. The names of other gentlemen are before the board, similarly distinguished, and ready to fill the other professorships still vacant. But no gentleman worthy to teach in our university can possibly be retained or hereafter secured unless there be means furnished him to do such work as his reputation and the requirements of the university imperatively demand.

The report adds:

It would be a violation of delicacy to name gentlemen who were candidates for professorships but not chosen, and also gentlemen who are candidates for chairs hereafter to be supplied; but the board of regents deem it proper to state in general terms to your excellency that they have had before them for choice, respectively, a good number of the most distinguished scholars and scientists in America, many of them of world-wide reputation.

Among the prominent gentlemen who were not applicants but were solicited to accept chairs were Judge Cooley, of Michigan; Prof. Le Comte, of California, and Prof. William T. Harris, now United States Commissioner of Education, each at a salary of \$4,000.

Dr. J. W. Mallet, afterwards first chairman of the University of Texas, who at the time of his appointment as professor was a member of the faculty of the University of Virginia, was solicited by the regents to come to Austin, and did so to consult with them on various

subjects in advance of the opening of the university. The results of his observations and the views expressed to the regents by that distinguished educator are of such interest in connection with its initiatory proceedings that it is best to give them in his own language:

AUSTIN, TEX., *January 10, 1883.*

DEAR SIR: Having come to Austin in response to the invitation to become connected with the University of Texas, with which I have been honored by the board of regents, with the object of learning more definitely the conditions under which the institution is to be inaugurated, I have to thank you and the other gentlemen of the board for the kindness with which you have given me the amplest facilities for obtaining the desired information.

Permit me to say that in the choice of a seat for the proposed university, in the general character of the provisions made for its support in future years, in the breadth and soundness of the plans which your board has originated and by which its action so far has been guided, and in the personal and professional character of all the gentlemen who so far constitute the administrative and teaching staff of the important institution to be soon put in operation, you have secured the chief conditions for the attainment of such real success as will be at once recognized by all intelligent friends of education throughout the country.

Allow me, however, to say also, frankly, that one point seems to remain in unsatisfactory form. It is impossible to overrate the importance of the University of Texas making a good beginning of actual teaching work. If at the outset the impression be made upon its first students and the public that the institution is not prepared to do thorough work within such scope as it professes to occupy; that its efficiency is among the possibilities of the future, but not among the realities of the present, long years may, and probably will, pass before this evil reputation can be shaken off, and the confidence of the people of Texas be secured. In order to actually do good work from the first, very considerable expenditure will be needed for the material equipment of the several departments of instruction, the provision of a working laboratory, apparatus, specimens, diagrams, books, and lecture appliances, as well as for many general expenses incident to the commencement of activity in such an institution as is contemplated. A wise provision of law prevents, as I understand, the use for such purposes of any of the permanent fund of the university. Only income can be used. The design of the lawgivers of Texas, that the proposed university shall be free to all the people of Texas, precludes the possibility of obtaining the necessary means from tuition fees. Such means must come from the State herself for the benefit of her children, and the income from the present will not suffice. If your board can obtain from the legislature such additional endowment as will provide, not necessarily for all the work the university may be able to do in the future, but for the really essential equipment for the commencement of work in an institution of learning of high grade, a university in fact and not merely in name, I believe that your success is thoroughly insured so far as human preparation can make it so. If, on the contrary, a false or a feeble start be made, grave doubts must be felt as to the attainment of any such success as will satisfy the people of Texas, at any rate within such time as the present generation is concerned with.

I have the honor to be, sir, very respectfully, your obedient servant,

J. W. MALLEY.

Col. ASHBEL SMITH,

President Board of Regents, University of Texas.

The members of the new faculty of the academic department, or most of them, soon after their appointment met in Nashville, Tenn.,

where, in company with Col. Ashbel Smith, as president of the board, they went to consult as to the best methods for putting the academic department into operation and the curricula of studies to be adopted. Dr. Humphreys and Dr. Broun, of the new faculty, lived in Nashville, where they were professors in Vanderbilt University; and one object of the meeting there was to afford Colonel Smith an insight into the methods, appliances, and advantages of that recently established but well-endowed and finely equipped and popular institution, as some index to the requirements of the new university in Texas.

LAW DEPARTMENT.

This department has been an integral part of the university from the first, having been organized at the same time as the academic department at Austin. It has been a great help to the university. It has attracted, as a general thing, a more mature class of students, and its graduates have uniformly been instrumental in turning toward the university students who desired collegiate learning. This department has not only been advantageous to the university, but it has, it is believed, been of signal service to the State. It has kept in Texas a large number of young men who would, in all probability, have gone to other States for their professional training. They have been educated by professors familiar with Texas jurisprudence, and when graduated they have naturally carried with them a respect for the laws of the State and a pride in its history and in the achievements of its people that it would be desirable to instill into the hearts of all its citizens.

ENGINEERING DEPARTMENT.

The "school of engineering," which was originally in charge of Prof. A. V. Lane, was but a few years ago reorganized as the "department of engineering," mainly at the suggestion and through the efforts of Professor Taylor, the present head of the department, who, like his predecessor, has been quite successful in his recommendations of graduates for railroad service and other engineering work.

MEDICAL DEPARTMENT.

The act of February 11, 1858, establishing the university, provided, among other things, for "instruction in surgery and medicine," and the act of March 30, 1881, required that "the medical department be located separate from the university proper, if the vote of the people so determined." The vote resulted in its location at Galveston. The expense, however, of putting the main university into operation at Austin and the large grants from the university fund which the legislature continued to bestow upon the Agricultural and Mechanical College at Bryan seemed to preclude the possibility of an early organi-



MEDICAL COLLEGE, GALVESTON.

zation of the "medical branch of the university," as the legislature termed it, till the subsequent offer of grounds and buildings for its uses by the city and some of the citizens of Galveston, backed by the earnest efforts of Hon. Walter Gresham, of that city, as chairman of the house finance committee, stirred the twentieth legislature to action, resulting in the adoption of the following provisions in the general appropriation bill passed at the special session (general appropriation act May 17, 1888):

As a loan to the available fund of the University of Texas, to be placed to the credit of said fund out of the indemnity fund now in the State treasury, and to be paid to the State out of the revenues of the university on or before January first, nineteen hundred and ten, without interest, one hundred and twenty-five thousand dollars, of which the sum of fifty thousand dollars is hereby appropriated and set apart to be used in the construction of buildings for the medical branch of the University of Texas, at the city of Galveston: *Provided*, That the said city of Galveston shall donate to the University of Texas block six hundred and sixty-eight in said city, to be used for the medical branch of said institution: *And provided further*, That the executors of the estate of John Sealy, deceased, shall agree to construct on said block, at a cost of not less than fifty thousand dollars, a medical hospital, which, when completed, is to be donated to the medical branch of the University of Texas, and to be under the control of the board of regents of said university: *Provided further*, That this loan shall be in full payment and satisfaction of all claims of the University of Texas against the State of Texas for moneys drawn from the university fund by said State.

Even this concession as a loan was largely gained by combinations forcing an all-around compromise of conflicting interests of the medical college and main university and the old claims of the university.

Commenting on this action of the twentieth legislature in connection with the university claims, amounting with interest to \$431,188, against the State, the regents in their third biennial report to the governor, December, 1888, say:

Of this amount it was calculated that the items of interest and the amount misappropriated by the legislature to the Prairie View School would be allowed. These amounts (\$302,633.55) would have enabled the regents to finish and equip the main building at Austin and finish and equip the building for the medical school at Galveston.

It will be noticed that it is distinctly admitted that moneys were drawn from the university fund by the State, and as the correctness of the statements in regard to the amounts of the respective claims has never been questioned, the supposition is reasonable that these amounts were found, upon examination, to be as given by the regents to your Excellency. It remains, therefore, that the legislature has paid a debt of \$431,188.85 by a loan of \$125,000. Moreover, the provision that "the loan shall be in full payment and satisfaction of all claims," will, perhaps, be construed so as to cut off the university from asking an equivalent for the navigation lands, for the lands in conflict in Grayson and McLennan counties, and for the money drawn from the university fund to pay clerks in the departments. This being the case, the regents are shut off from all sources from which they can secure an immediately available fund, except another loan. They, therefore, respectfully ask that a loan of \$200,000 be placed to the credit of the available fund of the University of Texas on



MEDICAL COLLEGE. GALVESTON.



the same terms as the loan of act approved May 17, 1888, of which \$125,000 is to be used in finishing and equipping the main university building at Austin, and \$75,000 in finishing and equipping the medical school building at Galveston.

One reason for hoping that the State would make this loan, say of \$200,000, was based on the fact that the State had received nearly \$1,000,000 indemnity money from the Federal Government for frontier defense.

Following the action of the twentieth legislature, all the last legislature would do for the university was the adoption of the following, in the general appropriation bill, approved April 8, 1889:

"For the support and maintenance of the State University, all of the available fund to be under the control of the board of regents, less the appropriation herein made for the Agricultural and Mechanical College, for purchase of grounds in the city of Galveston for the location of the medical branch of the University of Texas, the sum of twenty-five thousand dollars, to be paid out of general revenue, or so much thereof as may be necessary: *Provided*, The city of Galveston, or its inhabitants, shall donate the sum of twenty-five thousand dollars to be used in addition to the fifty thousand dollars heretofore appropriated by the State for the construction of buildings for said medical branch at the city of Galveston.

"For support of the university out of the general revenue: *Provided*, The university spend an equal amount out of the available university fund for completing and furnishing the university building at Austin, twenty-five thousand dollars."

The regents promptly arranged for the early organization of the medical department as soon as the buildings could be completed, and on as substantial basis as the outfit provided admitted. The buildings have since been finished and well equipped. The recent gift of the Brackenridge dormitory, and the improvements of the college, and the hospital provided by the John Sealy heirs have added largely to the general advantages of the medical department of the university.

A most notable feature in connection with the hospital is the ladies' training school for nurses. They have supreme control, in harmony with proper regulations, of the nursing of all white patients, both ward and private, and are discharging such duty most efficiently and satisfactorily to the management. For their special benefit a course of lectures was inaugurated, embracing such topics in medicine as are necessary for a trained nurse's education. This auxiliary alone is calculated to give important prestige to the institution. It can not be otherwise with such prominent and enterprising ladies as are at the head of the movement: Mrs. B. Adoue, Mrs. R. B. Hawley, Mrs. J. G. Goldthwaite, Mrs. George Ball, Mrs. S. Hartley, Mrs. George Sealy, Mrs. J. H. Hutchings, Mrs. W. F. Ladd, Mrs. M. Kopperl, Mrs. John Sealy, Mrs. Andrew T. Mills, Mrs. Walter Gresham, Mrs. Aaron Blum, Mrs. Robert Irvine, Mrs. P. J. Willis, Mrs. J. C. League, Mrs. Charles Fowler, Mrs. George Mann, Mrs. L. Fellman, Mrs. W. Zeigler, Mrs. T. J. Groce, Mrs. J. F. Roecke.

The institution is fairly complete in its outfit, is in charge of a lady superintendent appointed by the university regents, and is a great desideratum for the college as a medical branch of the university.

The following brief review of the medical department was contributed by the late Dr. T. C. Thompson, one of the university regents:

GALVESTON, TEX., *February 23, 1895.*

When the medical college was built at Galveston four years ago the city of Galveston contributed a block of ground for hospital purposes, and the old city hospital, and \$25,000 in money, a total gift of about \$100,000; and through private generosity the John Sealy Hospital, costing about \$75,000, was added. To this sum of \$175,000 the State contributed \$25,000 for the purchase of the adjoining block of ground and \$50,000 toward the construction of the college building. The entire plant as it now stands, including the improvements and equipments, represents something over \$300,000, considerably more than half of which has been acquired to the State, without cost, from private source and from the municipality of Galveston.

The twenty-second legislature authorized the board to open the school, and appropriated \$74,000 for the payment of salaries of professors, demonstrators, and employees, and for the maintenance of the various departments.

The twenty-third legislature appropriated \$62,400 for recurrent salaries of the various officials and for general maintenance and support.

The school, thus established and moderately equipped, stands to-day at the very front of medical institutions of the South and West, and is widely recognized as one of the most worthy and reputable medical colleges in the United States. Frequent commendatory notices in various publications and complimentary expressions from many sources attest the truth of such a claim. Nor is the school to be compared to the prophet in the proverb—"never without honor save in his own country," for the classes, increasing slightly in the second year of the school's existence, have during the last two sessions grown to a number six or seven times as many as during the first and second sessions.

A better idea of this rapid growth may be had when it is stated that whereas in its first year the attendance of the school was almost the lowest in the United States and Canada, it to-day ranks thirty-sixth in attendance in the group of more than 120 medical schools of this country and Canada.

Nor are the schools which have thus rapidly been passed in growth inconspicuous and unworthy of regard. Their number includes such well-known institutions as the medical departments of Yale University, Dartmouth College, Johns Hopkins University, of Baltimore; University of Georgetown, University of Virginia, University of California, Western Reserve University, of Cleveland; University of Colorado, Medical College of Virginia, of Richmond; Medical College of South Carolina, of Charleston; University of Buffalo, University of Missouri, and many others of as excellent reputation. All of the institutions which outrank this school in attendance are much older, many several generations older, some a century and a half older; many have much lower requirements, and therefore attract a large but low-grade class of students, but none can point to the same percentage increase in the last one or two years.

That such phenomenal growth has not been attained at the expense of the standard of requirements may be argued by the fact that of numerous applicants for advanced standing, coming from various medical colleges, but one person succeeded in attaining the grade sought in the Texas school upon examination; while of an equally large number of students from the school at Galveston seeking entrance to advanced classes in other schools (among which were the University of Pennsylvania and the College of Physicians and Surgeons, of New York), not a single individual is known to have failed.

In the statistics of medical institutions published last year by the board of health of the State of Illinois this school is shown by the proportion of graduations to

matriculations to have maintained with unusual strictness the established requirements.

From such considerations as the above, aside from their personal knowledge of the excellence of the work accomplished by the school, the regents of the university feel that they may point with pride to the medical department, and further that they are abundantly sustained in the belief that within a few years the school will be generally accepted as one of the really great medical institutions of the land, both in point of attendance and of reputation.

It may be added here that the school is open for women upon the same terms as men, and that this year for the first time the privilege has been accepted by female students.

The last appropriation was too small to permit many additions to the equipment of the department, owing to the rapid increase in the number of students. At present it is with utmost exertion that the class can be accommodated in the different laboratories, and many complaints are heard of insufficient accommodation, especially in the clinical and operative departments.

The number of students for the present session is 183. It will be an utter impossibility to provide for the rapidly increasing class, unless there be added a moderate amount to the permanent equipment in apparatus, chemicals, etc., aside from the urgent requirements for enlargement of laboratory and clinical room.

Much of the remarkable growth of the school is unquestionably due to the fullness and excellence of the practical instruction in the various laboratories. It is largely this feature of teaching which distinguishes the higher grade medical schools from the common medical "diploma mills." It is, too, to the work done in the laboratories that the greatest contributions to medical knowledge are due in recent years; it is the laboratory physician who is intrusted with the minute study of the causes of disease for the purpose of discovering means of combating them. All over the world at the present time the wonderful success of the new preventive and curative antitoxin of diphtheria is being lauded. It was only after years of patient and continuous laboratory work that this was accomplished, but the result in the saving of human life ought to justify the expense of all the laboratories in existence for all time to come.

From the laboratory Pasteur, Koch, and other renowned scientists, by their investigation and researches, have made all the recent great strides in medical science. The alleviation of pain, the relief to suffering humanity, and the eradication of contagious diseases, such as yellow fever, rabies, diphtheria, smallpox, cholera, etc., have and will have to come through the patient devotions and intelligent skill of the laboratory savant.

In the selection of a faculty the chief aim of the regents was merit and qualifications, regardless of locality, as the worth of all schools is measured by their teaching capacity; ordinary teachers make ordinary schools, good teachers good schools, and the value of good teachers is held at a premium all over the literary world.

Practitioners of medicine are, as a rule, not good teachers. The two branches, practice of medicine and teaching, are widely different. The teacher must be cultured and trained in his vocation, as all knowledge is allied or kindred, and to teach well any branch of knowledge one must be liberally educated.

The professors are nine in number, teaching the nine fundamental branches of medicine and pharmacy. All must be filled and taught or else there can be no medical and pharmaceutical school. These chairs are anatomy, chemistry, physiology, materia medica, pathology, surgery, obstetrics, practice of medicine, and pharmacy. Each professor, excepting one, is employed without term, and all are subject to promotion, demotion, removal, or resignation, as the regents may deem for the best interest of the school. None of the assistant teachers or supplemental lectureships are filled by salaried teachers, excepting a demonstrator each in anatomy, physi-

ology, and pathology, in which chairs the labor of making experiments, of vivisection, of performing autopsies, of making microscopic specimens, and of preparing, preserving, and dissecting dead bodies requires at least this amount of assistance to professors. Other medical schools have usually a large paid corps of special lecturers, but in the school at Galveston the nine special lectureships are filled without pay by gentlemen generous and interested enough to undertake this extra work without remuneration.

Salaries paid by numerous other so-called schools are not to be contrasted or compared to a high-grade college of the university of a State. These so-called medical schools, under a high-sounding name, are nothing more than an association of physicians for their own personal or pecuniary advancement.

They hold lectures in their offices, or a barn, and take any fee the student is able to pay, and promise any and all diplomas, regardless of qualifications.

The salaries of professors are from \$2,000 to \$3,000 a year, lower than in other schools of the same character or standard, as the following tabulated list will show:

Name of college.	Number of professors.	Salaries paid professors.
University of Pennsylvania.....	3	assistant professors..... \$2,500-5,000
Medical department, University of Minnesota.....	2	assistant professor..... 3,000
College of Physicians and Surgeons of the City of New York.....	32 professors and 45 assistant professors.....	2,500-6,000
Jefferson Medical College, Philadelphia.....	19 professors	assistant professors..... 5,000-8,000
Kansas City Medical College.....	14 professors	assistant professors..... 2,000-6,000
University of the City of New York.....	25 professors	assistant professors..... 2,500-5,000
Tulane University, of Louisiana.....	10 professors and	assistant professors..... 2,000
University of Virginia.....	12 professors	assistant professors..... 2,000-4,000
University of Louisville.....	10 professors	assistant professors..... 4,000-5,000
Johns Hopkins University, medical department.....	9 professors	assistant professors..... 2,500-4,000
University of Michigan, Ann Arbor.....	15 professors and 10 assistant professors.....	2,500-4,000

* And furnished house.

After urging upon the legislature the importance of providing for certain improvements for the college, Dr. Thompson adds:

In addition to these requirements and suggestions, the attention of the legislature is earnestly called to the desirability of an anatomical law, legalizing dissecting and autopsy making in chartered medical institutions, and making it lawful for county and municipal authorities to transfer to such institutions for scientific purposes unclaimed bodies requiring pauper burial. It is urged, too, that vivisection for purposes of investigation and demonstration in such institutions be legalized.

Inasmuch as the State of Texas has provided for the medical education of such of its citizens as may hereafter desire to practice medicine and surgery within its limits, and, too, at a cost to the individual much below what would be incurred elsewhere, it is suggested that a law be enacted requiring that each person so desiring to practice medicine and surgery in the State of Texas show evidence before an appropriate board or boards of examiners of having pursued a course of study at least as complete as provided in the medical department of the University of Texas; that a similar law be enacted covering the practice of pharmacy, and that in the provisions of such law the regular graduates of the medical department of the University of Texas in medicine and in pharmacy be exempt from examination at the hands of such board of examiners before registration for practice.

The constitution of the State is specific in its requirements of establishing a university of the first class only. In furtherance of this policy the legislature authorized the regents to inaugurate the medical department, and made appropriations approximating the estimated expenses. The wisdom of the policy of the State in liberally

endowing its educational system, from the free school to its capstone—the university—is recognized as most conducive to the development and growth of the intellect and genius of the country, and while there is some complaint in providing for professional education it would be manifestly unjust to limit or exclude from the benefits arising from the wisdom of this policy any branch of learning—arts, literature, philosophy, law, or medicine—needed to make a complete university.

In the great domain of science you can not educate a civil or electrical engineer like Edison and refuse to educate a chemist like Pasteur or Koch. You can not make a geologist and refuse to make a pharmacist, nor make a teacher, machinist, or lawyer and refuse to make a doctor. It is at variance and in conflict with the letter and spirit of our constitution, which provides for all seeking any branch of knowledge a university of the first class.

The appointment of Dr. Thompson as one of the regents of the university and his efficiency as a physician in especially watching and serving the interests of the medical department illustrate the importance of having special features of administration of the university represented by members on the board particularly qualified for such service. Dr. Thompson was a graduate of the Jefferson Medical College of Philadelphia, was a native of Texas, and served as a surgeon in the Confederate army. He was sixty years of age and had been ten years a regent of the university.

ADDITIONAL IMPROVEMENTS.

Since this statement was furnished the college has been made the beneficiary of the Brackenridge dormitory, and the improvements for the college and hospital provided for by the recent donation of the Sealy heirs, Mr. John Sealy and his sister, Mrs. Waverly Smith. The main college building was erected under improved plans designed by the architect, Mr. Clayton, after visiting the medical colleges in New York, Philadelphia, and other places, mainly upon the plans of the college of Philadelphia. In his report to the university regents Mr. Clayton states that he found very few medical colleges had the advantage of having their hospitals on the same grounds with the college buildings, an advantage upon which the professors of such colleges laid great stress.

Chapter VIII.

THE UNIVERSITY IN OPERATION.

INAUGURAL EXERCISES AT AUSTIN.

The academic and law departments having been organized under authority of the regents, the university was formally opened in the main university building, then complete, in which the public inaugural exercises were held September 15, 1883, in presence of a large audience of citizens of Austin and other parts of the State. As on the occasion of the laying of the cornerstone, November 17, 1882, Hon. Ashbel Smith, first president of regents, was the principal speaker, and was followed in address by Dr. Mallet, chairman of the faculty, and by Governor Ireland and others.

Colonel Smith reviewed the facts in the history of the university and elaborately presented the advantages to be derived from the establishment of so important a State institution. Professor Mallet briefly responded on behalf of himself and associates of the faculty in accepting the duties imposed on them, and in the course of his remarks took occasion to add:

During the fifteen years I was associated with the University of Virginia, one of the oldest of the States, no brighter minds nor more upright characters came there than those from the new State of Texas.

Governor Ireland welcomed the faculty to their new duties, alluding to the splendid reputation they bore, and adding:

To you is intrusted the high and sacred duty of molding the young intellects of the students of the university for the battle of life. A false step, the neglect of some small duty on your part may prove the ruin of one of these young men or women.

His address concluded as follows:

Ladies and gentlemen, I congratulate you and all the people of Texas on this consummation of the event looked to by the Congress of the Republic of Texas forty-four years ago, and if those of our descendants who may stand here forty-four years hence shall feel that we have done as much for them as our fathers did for us the contemplation of such a future should cause us to rise to the full measure of our manhood in this enterprise. So far as the present executive is concerned, the university will have his earnest support, and he here now pledges to the faculty and the board of regents, and to these young ladies and gentlemen, the discharge of every duty that his trust imposes upon him, hoping at the same time that the multitude of children in the State to whom we owe an education may have no just grounds for complaint against those who control the destinies of this institution.

A feature added to the occasion was the presentation of a bust of ex-Governor Roberts, then one of the law professors of the university, which was made and presented by Elizabeth Ney, and was alluded to in the presentation address by Mr. Dudley Wooten as the "work of a woman of genius, and a fitting tribute for the university to preserve to perpetuate the memory of one of the greatest patriots and statesmen of Texas." It was accepted in appropriate terms, on behalf of the university, by Col. Seth Shepard, one of the university regents. Governor Roberts was called for, and as he rose to respond was enthusiastically greeted. He said he could have wished to be absent from a scene so personal to himself, but, as had always been his custom, he was at his post of duty. He desired to add that if he could now, in the evening of his life, do anything to build up this great institution he will have consummated the highest aspiration of his manhood.

The regents and faculty were all seated on the platform, on which also were many other prominent gentlemen.

THE FINANCIAL OUTLOOK.

At the first meeting of the regents, which was held November 16, 1881, State Comptroller Brown laid before the board a succinct statement showing that there would be in the State treasury January 1, 1883, cash funds amounting to \$37,024.12, belonging to the university, and State bonds, substituted for United States bonds used by the State, \$134,472.26, referring to which and the general condition of the university's affairs the regents say:

It further appears from the comptroller's report that there has been an important misconception as to the amount of available university funds on hand. The late comptroller (Mr. Darden) in his report for the year ending August 31, 1880, on the university fund, arrives at the conclusion and so states, that in justice there should be subject to appropriation by the legislature as available university funds \$185,385.27.

The regents add:

From these reports it appears that instead of there being in the treasury at this time \$185,385.27 available funds of the university, there are only \$37,024.12 available and subject to the order of the board of regents, which amount includes interest up to January 1, 1883.

This was certainly not a very flattering exhibit for inaugurating a "university of the first class," as originally contemplated, especially as the \$134,472.26 consisted of bonds which had been "marked as bonds of doubtful validity," as referred to by Judge Terrell. It is a singular fact, too, showing how little regard had been paid to the affairs of the university, that its two funds had been kept merged so long into one account—"university fund"—that it was difficult to separate them, so the regents could know what was the actual amount available for the university. Notwithstanding all these difficulties the university was

finally established by the erection of such quarters as the means at command allowed, trusting to its future resources and the liberality of the State for its maintenance.

THE MAIN BUILDINGS.

The university as now constituted occupies the center of a square of 40 acres of ground in the northern portion of Austin, near and in full view of the State's new and magnificent capitol. The site was reserved for the university, as already stated, by the Republic of Texas in 1839, when Austin was selected as the seat of government. At first there was but one structure put up on the grounds, the main university edifice, the west wing only of which was constructed when the institution was first opened to students in 1883.

The grand central section was barely completed in September, 1889, and no certain provision was made till 1897 for building the east wing on account of other demands on the university's resources. As recently finished, the entire structure cost about \$200,000, making it with its general equipment one of the most complete educational edifices in the South, if not the country. The center is particularly beautiful, with its wide corridors, high rotundas, artistic towers, and airy, and spacious rooms and halls. The grand auditorium series seat fully 2,000 persons. The library hall is quite large, over 100 feet—and is admirably lighted and ventilated. The building has been constructed with reference to all modern conveniences, some of which have not yet been added for want of means. The faculty and students, however, seem delighted with the spaciousness of its grand apartments, and the citizens of Texas, and Austin especially, are almost as proud of their university as they are of their splendid capitol.

In the grand central building directly over the library room and of about the same dimensions is the principal assembly hall for annual "commencement" exercises and other important public occasions. This hall is provided with over a thousand folding chairs of opera pattern, fixed in rows of increased elevation on the inclined plane of the floor, and facing the speaker's rostrum at the north end of the hall, which is entered from the great rotunda of the chief edifice. A large gallery over this entrance, the liberal space allowed for the speaker's platform, and a considerable area left vacant for standing room in the rear of the auditorium seats admit of a large addition to the audience. On either side of the platform are cosy little rooms, entered either from the main aisles or from the platform, and affording full view of the speakers and the audience, intended for the special accommodation of the governor of the State and other distinguished guests; and directly over these and easily reached are similar rooms, which serve as commanding perches of observation for the use of the press repre-

sentatives. The roof is a high arched truss, and numerous large windows extend almost to the height of the walls and some of them down to the floor, affording splendid light and ventilation.

The entire building fronts to the south, with a length from east to west of 280 feet. The depth from north to south is 149 feet, without including measurement of the central porticoes. The central structure is 48 feet front by 95 feet deep, and each wing is 126 feet long by 98 feet deep. The whole structure is four stories in height; the basement 12 feet high; first floor, 16 feet; second, 15; and third, 14 feet. The basement extends 7 feet above the grade line, with an area all around, so as to afford light and ventilation. The basement is of stone and the superstructure walls are of brick. The exterior walls are hollow, to prevent dampness entering the building, and the entire exterior is faced with pressed brick. The trimmings to all the openings are of cut stone and decorative tiles. White molded brick are also used for decorations. The cornices are galvanized iron, and the steep parts of the roof are covered with slate and the flat decks with tin. The several towers are of different proportions, but all imposing and artistic in design, and beautifully ornamented with varicolored slate and wooden moldings. The building is practically fireproof, by means of double floors bedded between with mortar, and the use of iron lathing for all ceilings. The entrance porticoes are of stone with cast-iron railings and supports, and the floors of the halls are laid with encaustic and marble tilings of varied patterns. All the halls and rooms are wainscoted to protect the plastering. Especial care has been taken to perfect the lighting in every department and to have the light enter the lecture and recitation rooms over the student's left shoulder as he sits facing the professor, whose platform is slightly elevated against a solid blank wall, unbroken by doors or windows. Double ventilation flues are introduced for counter circulation to keep the air pure and fresh both ways, while a complete system of steam heating supplies ample warmth during the cold season. Provision is made for gaslight, or electric lighting of the whole building, which is supplied with ample sewerage and water facilities and other conveniences. An elevator for access to the higher apartments is provided as a special desideratum for the lady students.

The exterior appearance of the structure is specially imposing. The center building is higher than the wings and is topped with a mansard roof, the highest point of which is 76 feet from the ground. In the front is the main entrance, portico, and porte-cochère, through which one enters the chief vestibule in the main tower, which has a total height of 140 feet from the basement. The top story of this tower is provided for an immense clock facing on four sides, to be run by electricity and sounding the hours to regulate recitations and other exercises. The wings are similar in design, each having an

entrance portico and a tower, the top of which will be 100 feet higher than the first floor of the building. The effect of the whole is grand, and constitutes the building a fitting monument to remind posterity of the high estimate placed upon education by the founders of a great empire State. The interior arrangements are almost perfect, scientifically combining convenience of communication between the different departments with economy of adjustment, and so locating the several classes that kindred branches join each other and are grouped in the different wings. The building is cut through the center from south to north by a corridor 16 feet wide, which is crossed by another corridor 14 feet in width, connecting the east and west entrances, thus obtaining four main entrances, while a cross hall separates the north projection from the main building, and provides two more entrances. A dressing room where young ladies can arrange their toilet, and place their cloaks and bonnets is provided. In the center building are located the meeting room of the board of regents and secretary's office, to which a fireproof vault is to be attached; also the faculty room and president's private office and reception quarters, and the proctor's, registrar's, and other business offices. In this building also are a number of professors' studies, cloakrooms, the two grand stairways to the upper floors, and rotunda galleries. The wings are similar in plan, having each an entrance hall, vestibule cloakrooms, professors' rooms, and five large lecture rooms on each floor. Ample provision is made for rooms for the law schools, the school of pedagogy, and the physical, geological, and other branches of the academic departments, and for the literary societies of the university. There are 9 lecture rooms and 30 class rooms, besides the chapel and literary society rooms - altogether 50 rooms in the entire building. An entirely separate building has been provided for the school of chemistry at a cost of some \$20,000, exclusive of equipment. The boys' mess hall, the gift of Regent Brackenridge, cost, with furnishing, about \$30,000.

THE MEDICAL COLLEGE.

The medical college building was constructed by the State and is used in connection with the John Sealy Hospital as the medical department of the university. It has a frontage on the Gulf strand, between Ninth and Tenth streets, of 200 feet. There is a breadth of 70 feet for the main building and circular wings, with a central projection and portico extending 20 feet on the front and a staircase and boiler room projection in the rear on the bay front extending 40 feet, making a total width of 130 feet. The length of the structure is 99 feet; the height of the central pavilion, 102 feet; the height of the boiler and general workrooms is 48 feet, and the smokestack connecting with the same looms up to 105 feet. The building is in the

modern plan of romanesque design, the same which has been adopted by the most eminent American architects in their best designs for collegiate and public buildings. The leading features of the exterior are the massive round arches, projecting pilasters, and circular buttresses terminating the principal angles. There is also an arcade of small windows which form an effective finish for the circular wings and main front. The building is elevated upon a basement 12 feet high, which is made up of colossal piers and arched constructions, and the foundations consist of heavy isolated pieces. This is a plan adopted by the architect, Mr. Clayton, in the construction of some of the largest buildings in Galveston, and it is a plan that has been approved by leading architects in Chicago and other localities where the surface foundations are of similar character. The basement is used for a boiler room, cauldron, and tank for keeping cadavers. These are carried by a dumb-waiter to the dissecting room on the third floor. An elevator connects the basement with the other floors. The main interior staircase also leads down to the basement, which is tiled in the principal part and paved in the others. Under the main entrance porch there is a porte-cochère for carriages and other vehicles.

A spacious flight of steps leading to an ornate portico gives direct entrance into the main or first floor of the building. Opposite the principal entrance and through a broad corridor extends the grand staircase, giving access to the other floors. Across the hallway is another large corridor running east and west through the building which opens into a lecture room for chemistry. This is in the circular wing in the west flank of the building, and is connected with spacious compartments for use as a chemical laboratory. The divisions on this floor consist of offices for the dean, provost, and professors. The second floor contains the two principal lecture rooms; one in the west flank for physiology and materia medica and the other in the east flank for anatomy. They are built in amphitheater form and have a dimension of 56 feet in width and 48 feet in length, the projectures from the main building being 36 feet in height. The estimated seating capacity for each is 300. Light and ventilation are furnished by an arcade of windows above the seats. The ceilings of the lecture rooms are curved with a view to securing proper acoustic properties. The amphitheater form of these lecture rooms produces an effect upon the external design of the building which is both striking and pleasing as well as novel and attractive. The vacant spaces underneath the seats are used for the models in physiology and for a museum of anatomy. This story also contains the private rooms of the professors of chemistry, physiology, anatomy, surgery, obstetrics, and pathology, as well as the experimental rooms in photography, microscopy, and bacteriology. The third or top floor contains the general dissecting room, which is 36 by 83 feet and is 24 feet high. It has a curved ceiling and

its longest front faces south, giving abundant light. There are 26 dissecting tables in this apartment, and the dean's lecture room and assistants' rooms adjoin.

At the east and the west end of the dissecting room are lavatories and wardrobes for the especial use of the professors and students. The upper portion of the amphitheater of the lecture room can be entered on this floor, as well as from the story below. The central façade of the main building is surmounted by an improved pavilion roof, which adds greatly to the architectural beauty. Pressed brick has been used in the construction, large quantities having been laid in a zigzag course, producing an artistic effect. The roof is slated in stones of blue and green, and artificial red sandstone has been used for columns, sill courses, hoods of arches, and other decorations. Polished columns of red Texas granite adorn the entrance, and encaustic tiles are placed on the front porticoes. The interior is finished off in native woods, principal among which the Teak, pine and cypress predominate.

THE SEALY HOSPITAL.

The John Sealy Hospital, connected with the college, is a large, substantial, and costly, but old-time establishment, which is being finely improved and modernized in its advantages by means furnished by the heirs of Mr. John Sealy, the founder of the hospital, who died many years ago and left it with discretionary power in the executors of his estate to devote it to charitable purposes. It was accordingly transferred as "the gift of John Sealy to the city of Galveston, for the benefit of humanity and science," as inscribed on the building, and subsequently the city, with the approval of the change by the Sealy executors, transferred it to the State for the university, the city reserving certain representation in its management and benefits under a lease from the university regents, and "the State, through the regents, reserving the right at any and all times to enter upon the premises and to alter or improve them at the State's expense, the better to make the hospital subserve the purposes of a medical college hospital to the medical department of the State University, provided that in so doing the use of the premises by the city for the purposes declared in the lease shall not be materially interrupted or impaired."

The donation from the Sealy estate to the city of Galveston was on condition that the city would donate the south half of the city hospital block for a site and agree to conduct a hospital thereon. The city, after formally accepting the donation, and with the assent of the Sealy executors, offered the State the Sealy Hospital, and the old hospital buildings therewith, upon condition that the legislature would agree to appropriate the sum of \$50,000 toward the erection of the medical department building of the university in Galveston. The legislature accepted the proposal and made the appropriation as asked.



JOHN SEALY HOSPITAL, GALVESTON.



At the next meeting of the legislature Galveston offered to donate \$25,000 upon condition that the State would appropriate a like sum for the college. This proposal was accepted, and the State purchased the block of ground required for the college site, the city's contribution being applied toward completing the medical college building. The furnishing and equipping of the hospital was done by the city of Galveston, and contributions were made by citizens of Galveston of some \$6,000 to \$7,000 for the equipment of "The Texas Medical College and Hospital," which was the title of the medical school then being conducted in Galveston.

As shown, the amalgamation of the Sealy Hospital with the medical department of the State University results indirectly from the provision in the will of Mr. John Sealy, of Galveston, who bequeathed the sum of \$25,000 for "charitable purposes," to be applied in the discretion of his executors, followed by further action of Mr. George Sealy, as executor, and Mrs. John Sealy, as executrix and principal legatee, in extending the provisions of the will by further grants, altogether aggregating about \$75,000, from the estate.

The hospital was leased by the university regents to the city of Galveston (now about ten years ago) for twenty-five years, at the nominal rent of \$1 per annum, the property to be used exclusively for hospital purposes and to be known as the John Sealy Hospital, and the city to provide for equipping and maintaining it as a first-class hospital during the term of twenty-five years, free of cost and expense to the State of Texas, and "the city to furnish all the facilities that the hospital may afford for the legitimate clinical and other teaching of the students attending the medical department of the university, and also to place at the disposal of the faculty of the medical department, as far as may be required by the faculty, for dissecting, pathological, and other purposes of instruction, the dead bodies of all charity patients who may die in the hospital and of which the city may have the right of disposal."

FIRST UNIVERSITY FACULTY.

The members of the first faculty of the university were Profs. J. W. Mallet, William Leroy Broun, Leslie Waggener, M. W. Humphreys, and R. L. Dabney, of the academic department, and O. M. Roberts and R. S. Gould, of the law department. The following statement shows their professional record up to the time they were appointed to their respective chairs in the University of Texas:

Prof. J. W. Mallet, A. M., M. D., LL. D., Ph. D., F. R. S., school of chemistry, and in charge of school of physics. Professor Mallet was born in England, but became a citizen of this country years before the late war. During the war he held the rank of colonel in the Southern army. At one time he was chemist to the State Geological Seminary of Alabama. Subsequently he was professor of chemistry in the University of Alabama and in the medical department of the University of Louisiana. For the past fifteen years he has filled the chair of chemistry in the University of

Virginia. At the formal and permanent organization of the faculty he was elected **chairman** of the faculty of the University of Texas, which position is practically **president** of the university.

Prof. William Leroy Broun, A. M., LL. D., school of mathematics. Professor **Broun** is a native Virginian, and received the degree of master of arts in the University of Virginia in 1850, and was appointed professor of mathematics in the University of Georgia. He served in the Southern army during the war as colonel in the ordnance department. After the war he was professor of physics and astronomy in the University of Georgia for nine years, and president of the State college. He received the honorary degree of LL. D. from St. John's College, Indianapolis, Ind., in 1873. He was professor of mathematics in the Vanderbilt University, at Nashville, for seven years, and president one year of the Agricultural and Mechanical College of Alabama.

Prof. Leslie Waggener, A. M., LL. D., School of English Language, History, and Literature. Professor Waggener is a native of the State of Kentucky, and his work as an educator has been prosecuted principally in that State. He graduated at Harvard University in 1861 with the degree of A. B. He was elected professor of English in Bethel College, Kentucky, in 1870, and president of the same institution in 1873. He received the degree of LL. D. from the Georgetown College in 1878. He was severely wounded in battle in the Confederate service, which he entered while a student at Harvard before receiving his diploma, which was granted after the war closed.

Prof. Milton W. Humphreys, A. M., LL. D., Ph. D., School of Ancient Languages. Professor Humphreys was born in what is now West Virginia, and in 1869 received the degree of Master of Arts at the Washington and Lee University. He received the degree of Ph. D. at Leipsic University in 1874, and that of LL. D. at Vanderbilt University in 1883, this being the only purely honorary degree ever conferred by the latter university. He was formerly assistant and then adjunct professor of ancient languages in the Washington and Lee University, and for eight years professor of Greek in Vanderbilt University. For 1882-83 he was president of the American Philological Association. He served in the Confederate Army.

Prof. R. L. Dabney, A. M., D. D., LL. D., School of Mental and Moral Philosophy and Political Science. Professor Dabney was born in Louisa County, Va., 40 miles west of Richmond. He received the degree of Master of Arts from the University of Virginia in July, 1842. He studied divinity in the Union Theological Seminary of Virginia, and was ordained a minister in the Presbyterian Church in 1847. He was a professor in the same institution (except for an intermission during the war while he was in the Southern army as a member of the staff of General Stonewall Jackson) from August, 1853, to July, 1883. The degree of D. D. was conferred on him by Hampden-Sidney College in 1853, and that of LL. D. by the same institution in 1872. He wrote a history of the life and services of the distinguished Confederate chieftain.

Prof. H. Tallichet, B. L., D. Lit., School of Modern Languages. Professor Tallichet was born in Lyons, France. He studied in Lausanne and other schools of Switzerland, in the schools of Cruiz and Leipsic, the philology of Teutonic and Romanic languages. He came to this country in 1869, and was engaged in teaching without intermission in schools at Baltimore, Wilmington, Nashville, Charleston, and for three years occupied the chair of modern languages in the University of the South, at Sewanee, Tenn.

Professors of law, **Oran M. Roberts, A. M., LL. D.,** and **Robert S. Gould, A. M.** The life and public services of these gentlemen are well known to the people of Texas. They are both graduates of the University of Alabama, and each has served as chief justice of the supreme court of Texas. Professor Roberts was for four years governor of the State.

Professor Mallet resigned in June, 1884; Professor Broun in June, 1885, and Professor Humphreys in June, 1887. Professors Dabney, Waggener, Tallichet, and Roberts are now deceased.

Dr. Mallet remained chairman of the faculty only till June 15, 1884, the end of the first session, having previously resigned to take effect at that time on account of a death in his family and other personal reasons, including the offer of a more lucrative chair in the University of Pennsylvania, where, however, he served but a short time, and returned to his former chair in the University of Virginia. He had been for three years (1866-1868) professor of chemistry in the medical department of the University of Louisiana. He was a splendid educator and a most graceful lecturer. His resignation was deeply regretted by the university authorities and the students, as well as by the general public. Dr. Broun, who succeeded him, served for but a short while at the beginning of the session of 1884-85, and resigning, mainly on account of the death of his wife, before he had moved his family to Austin, was reelected president of the Agricultural and Mechanical College of Alabama. Like Dr. Mallet, he was a fine teacher and popular member of the faculty.

Dr. Waggener, who succeeded Dr. Broun, was made chairman early in the session of 1884-85, which position he held till he resigned to resume his original chair in 1895. He was succeeded by Prof. Thomas S. Miller, of the law department, who, on account of not liking the duties of the position, resigned before the opening of the next session, when the regents, having decided to elect a president of the university, asked Dr. Waggener to serve as president ad interim, which he did without the \$500 extra yearly compensation which had previously been allowed him as chairman of the faculty in addition to his salary as professor. He acted as president ad interim for one year, till Dr. Winston was elected president in 1896. It does not appear from the university records why, after allowing Dr. Waggener the extra compensation as chairman, the regents denied it to him for the more responsible duties of the presidency, which he had most faithfully and satisfactorily performed ad interim, in addition to those of his professorship. True, he was solicited to serve temporarily, and graciously consented without reference to the compensation, but the action of the regents in having him do so gratuitously in the first place seems unreasonable.

Professor Miller is a graduate of Harvard University and a prominent lawyer of Dallas, Tex. He was born in Jackson, La., and is a son of Rev. John C. Miller, who was for many years president of Centenary College, of that place. He is a man of striking intellectual appearance, well learned in the law, and was regarded by his classes as a remarkably fine teacher in that department. He has resumed the practice of his profession at Dallas, where he has a large salary as a

railroad attorney. It was probably on account of obligations involved under his contract in his new service that he replied to inquiry by the regents that he was "not in a situation to accept the presidency of the university."

PRESIDENT OF THE UNIVERSITY.

At their meeting June 30, 1896, the board of regents elected Dr. George T. Winston, A. M., LL. D., president of the University of Texas, being the first appointment to that office made under the authority conferred upon the regents by the legislature.

At the time of his election he was president of the University of North Carolina, which position he had filled with marked prestige for five years, and resigned only to accept the presidency of the Texas University.

Dr. Winston was born in 1852, in North Carolina, being a son of Patrick Henry Winston, a prominent lawyer and planter of that State. He is of English descent on his father's and Scotch-Irish on his mother's side, and married a lady of New Hampshire, who was a student at the same time he was, in 1873, at Cornell University.

President Winston was educated (1866-1868) in the University of North Carolina; (1868-1870) in the United States Naval Academy, and (1871-1874) in Cornell University, at Ithaca, N. Y. In each of these institutions he received the highest grade in scholarship, being No. 1 in a large class in the Naval Academy. After graduating from Cornell University in 1874 he was appointed instructor in mathematics. On the reorganization of the University of North Carolina he was elected professor of Latin in that institution, which chair he held until 1891, when he was unanimously elected president of the same university by a board of 80 trustees.

During his presidency of the North Carolina University he largely increased its income and number of students.

President Winston has visited Europe three different times for travel and study, spending much time in Italy and Germany, studying language, art, and antiquities. He has also made a special study of methods and systems of education abroad and in this country. Having been educated in the South, in the Naval Academy, in Europe, and in the North, he has a personal acquaintance with many systems of education. He is a Southern man by birth and sentiment, but sufficiently progressive to adopt good methods from any quarter. He is especially earnest in his advocacy of public education, believing thoroughly in the ability and the right of the great mass of the people to receive as large an education as the State can possibly afford to furnish them. He thinks that the university exists largely to build up the public schools.

President Winston is very hopeful and enthusiastic about the future of the University of Texas. Before his election as president he was



GEORGE T. WINSTON.



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invited by the faculty of the university to deliver the commencement address in June, 1896. The closing sentence of his address exhibited very fully his hopeful spirit. We quote as follows:

With a wise and patriotic board of regents, with a faithful, learned, and harmonious faculty, with a well-organized band of zealous alumni, with a student body loyal to its opportunities of culture and power, with close and sympathetic connection between the university and the public schools, and, above all, with sympathy for the life and welfare of the people, this institution will grow and expand until it rivals the foremost universities of America. The people themselves, the great mass of plain, toiling people, as year by year they see their sons leaving these halls, clothed in the majesty of matchless manhood, consecrating their lives to the good of the State, the people themselves will endow the university without stint and without limit. As the plain people everywhere are the strength of society and government, so are they the strength of schools and universities. Let the university recognize this fact in its daily life and growth, let it multiply facilities for educating the people, and the people will recognize its power to mold their destiny; their sons and daughters will crowd its hall—thousands, where now are hundreds; its campus covered with noble buildings, will realize the dream of the founders, and the University of Texas will become the chief strength and glory of an empire that will stand peerless on the Western Hemisphere.

Dr. Winston's idea of the university is comprehensively expressed when he says:

As in Italy all roads lead to Rome, so in Texas every school should lead to the university. The influence of higher upon lower education is healthful and stimulating. Indeed, it might well be claimed that every State with a public-school system needs a university, even were its work confined to influencing the rest of the system. What the upper grades in the public school are to the lower, what the high school is to the public school, that the university is to the whole system.

President Winston entered upon his official duties soon after his election, but was not formally inaugurated till February 10, 1897, when a special programme of public exercises was provided. Addresses were made by Governor Charles A. Culberson, Dr. Allen J. Smith, dean of the medical department, Dr. Thomas D. Wooten, chairman of the board of regents, and President Winston, in the order named. Governor Culberson spoke very briefly, stating that it was appropriate for him to offer to President Winston the best wishes of the people of Texas on his induction into this responsible position. He concluded by saying:

Every patriotic Texan trusts that to-day will mark an epoch in the history of this institution, and that its usefulness will become commensurate with the needs, the growth, and the destiny of this great State.

Dr. Smith's address was also brief and confined mainly to the history of the medical college which he represented.

Dr. Wooten's address was quite elaborate and historical. He commenced by saying:

The University of Texas has reached a notable and important crisis in its history. Hitherto it may be said to have been in its formative and experimental stage of development, under the tutelage of its primitive organization and struggling with the

difficulties of its youthful inexperience. But it has now arrived at maturer proportions and a somewhat stalwart vigor of life and growth. This gradual approach toward the cherished ideals of those who guarded its infancy and have fostered its strength has been signalized by many and marked improvements in its administration, the most momentous of which is the recent election of a president of the university.

He argued the importance of the university having a president as its executive head, and adverted to some of the considerations which he said should "commend this great institution to the liberality of our legislatures, the loyalty of our public officials, and the steadfast encouragement and patronage of our entire citizenship."

After reviewing the history of the legislation as to the university, and drawing the comparison in the appropriations to show how much the State had done for other institutions, Dr. Wooten said:

The foregoing summary discloses the fact that for an average period of ten years the State has expended in actual appropriations of money from the public treasury the immense sum of \$7,920,278.84 for the maintenance and improvement of its various institutions of charity, education, and penal reformation, exclusive of the general system of free common schools, and exclusive of the landed endowment of the several State asylums. This is a practical demonstration of the high and humane policy of Texas, of which every citizen should feel proud. It tells in no doubtful language the plain truth that this State is not behind any other in the liberal support of every recognized method of ameliorating the afflictions, diminishing the crimes, elevating the intelligence, and ministering to the necessities of its rapidly increasing population, without regard to race or color, and with an exact equity in the distribution of its bounty.

At the same time there are some other facts apparent from inspection of this roll of beneficence that should challenge our attention for a moment. Of the enormous sum of nearly \$8,000,000 thus expended by the State three-fourths of the amount has been devoted to purposes that can possibly bring back no return to the State or its people in the way of productive wealth, available resources, or improved citizenship. Only the sum of \$1,437,048.91 has been spent in a way to promise with any certainty that it will produce for the Commonwealth a reasonable return for the outlay. Whatever may be said of public charities and penal establishments on the score of humanity and necessity—and I would not for a moment disparage the most liberal provisions in that direction—the cold fact yet remains that all sums thus expended are for the most part a dead loss to the State from a business point of view. The afflicted, the degenerate, and the criminal classes of society have been rightly denominated by all sociologists as among "the wastes and burdens of social life." At best we can only hope to make their afflictions tolerable and their viciousness harmless. Instances of reformation or of restoration to usefulness are so exceptional as hardly to be taken into account in the general estimate of practical results.

What, then, should be the aim and policy of an enlightened government toward such inevitable public charges? Clearly to properly provide for them, since necessity and civilization alike demand it; but obviously the ultimate purpose should be to diminish the burden and the expense by reducing the number of those who swell the ranks of the unfortunate or the lawless elements of society.

What I maintain and wish to emphasize to-day is, the indisputable fact that proportionately the State is spending far more money on the institutions that bring and can bring no actual return for the outlay than she does upon those institutions that are not only productive in themselves of the best fruits of civilized life, but whose

improvement and influence are the most potent means of decreasing the waste and burthen of the charitable and penal establishments.

If there be one need more than another in the present state of society in this country it is some method by which the capacities and aspirations of the young men and women of our land can find healthy and productive employment in departments of industry and enterprise that will relieve them from the rigors and reverses of competition in an overcrowded market of average culture in the arts and aspirations of life. An efficient system of public free schools raises the general level of popular intelligence and capacity, and thereby promotes the highest ends of human society; but at the same time it tends to glut the general supply of educated men and women on the same plane of intellectual attainments and to lower the efficiency of the average individual as a productive unit in society. In some respects there is not a great difference in practical results between a great number of persons all alike and too numerous for successful effort, on a high plane of intelligence, and the same number similarly situated on a lower level of intellectual culture.

It is precisely this defect or result of our educational system that the university was intended to remedy. It is the corrective and the complement of the educational training given in our public schools. It was intended to furnish the ambitious and the capable youths of the State with the means of developing their special talents and tastes in the direction of useful and productive branches of learning in the arts and sciences. It was never meant to be a mere school for classical finish or professional training. Whatever may be said of the "learned professions," so called—law, medicine, and theology—they are not productive callings. They add nothing to the available wealth and resources of a country. They are preservative and conservative, and their function in the economy of social life will probably never be superseded or dispensed with. But it is not necessary to descend to the plane of prevalent demagogy to pronounce that they are not practical factors in the real growth and development of a State's civilization and power. Its curriculum should be expanded to include the departments of actual and useful industry. The higher branches of physics, chemistry, and applied science, the intricacies of electrical and mechanical engineering, the secrets and discoveries of geology and mineralogy, the wonders of scientific research in every minute and magnificent detail—all these things are part of the symmetrical conception of a great university, and the University of Texas will not reach the ideal of its founders until it shall have realized that conception.

When it has done so there will be fewer idle hands, empty heads, and vicious hearts in Texas; there will be fewer unfortunate and degenerate types of humanity in your asylums, fewer criminals in your jails and penitentiaries, fewer destitute and depraved boys in your reformatory and orphans' home; there will be fewer millions of money to collect from the people and to disburse on the wastes and burdens of society.

Dr. Wooten further argued that Texas being new in all its lines of industry and enterprise, and its capabilities unknown, etc., "the full and efficient equipment of the university is the best investment the State can make toward immediate and tangible additions to its industrial and material resources and development."

When this true view of the functions of the university is indulged, the mistaken cry that it is "a rich man's school" finds immediate and conclusive refutation. It is the State's highest effort to fit her own sons to serve her faithfully and practically in the discovery, the development, and the application of her boundless resources.

Every dollar properly expended on the university will bring back many times its value in the increased capacity of our own citizens for performing their due and proper part in the upbuilding of the State. Whatever aspect we may regard the

matter in, the efficiency and completeness of the university are of immense and substantial benefit to Texas. As a means of decreasing the number of those who are now a source of unproductive expense to the public treasury its usefulness can not be exaggerated, while as an actual factor in the production of wealth and in the promotion of desirable enterprises, its liberal endowment and support are a positive investment whose paying qualities can not be too highly estimated.

It is the consideration of these facts that has led me to institute the foregoing comparison in the expenditures to the university and to the State's other institutions of public bounty and necessity. I do not wish to be considered as in any manner deprecating or disparaging the ample and continued maintenance of the great charitable and penal establishments of the State. But I do think it should give us praise and furnish food for profitable reflection when we are confronted with the fact that Texas expends annually three times as much money on institutions whose existence in nowise contributes to her wealth and growth, as she does on the highest departments of her educational system—the most potent instruments of her civilization and power. More than that. The university received less than half a million dollars from the State, while the others have been favored to the extent of more than seven millions of dollars.

Dr. Winston's address was also quite elaborate. After referring to the facts which led to the establishment of the university, its relation to the free schools, its policy and methods, its present conditions and the requirements for its proper development, he concluded in part as follows:

Both the constitution of the State and the policy of establishment require that this shall be "a university of the first class." Surely if there be a State in the Union that is entitled to a university of the first class it is Texas. It is the first State on the continent in size, the sixth in population, and the eleventh in wealth. Before this generation passes away it will be foremost in size, population, and wealth. It must prepare itself for its mighty destiny. It must gird its loins for the great work that lies before it. It must provide itself with every instrumentality for the equipment, culture, and improvement of its citizenship. Its institutions of training must be inferior to none. Even to-day its people outnumber those of the thirteen colonies that founded the American Union; but those colonies were provided, even then, with nine universities, and Washington declared that these were insufficient for the culture and training of their youth. The necessity for the highest training is greater in Texas to-day than it was in the thirteen colonies one hundred and twenty years ago. We have here the beginning of an empire which will some day be as great as the whole Union is to-day. From all the States and from many foreign countries is pouring into Texas an ever-swelling stream of human energy, character, intelligence, and ambition. The resources of the State in manhood are as great, as varied, and as infinite as her resources of physical wealth. Is not the time come for her to gather together her children and train them into homogeneous citizenship? Is not the time come for consolidating, harmonizing the heterogeneous elements of our vast and widely scattered population? Shall we not begin to work out a common ideal of Texas citizenship that shall be worthy of the mightiest commonwealth in the world? How shall this be accomplished except through education?

As Washington declared that the establishment of a great national university would consolidate the Union, so it is evident that the unification of Texas will be accomplished by the establishment and maintenance of a uniform system of public schools, crowned by a great university. Other things may be delayed, but this can not. The youth of Texas are leaving the State to find education abroad. One thousand boys and girls from Texas are now studying in other States. Shall this be kept up

forever? Shall another generation grow up in the belief that Texas has no institutions worthy of her children? Is it economy to send out of the State \$1,000,000 annually to pay for education that might be furnished at home? One-fourth of this amount given annually to the university would make it equal in a few years to any institution in America, thereby not only keeping at home those who now seek education elsewhere, but also furnish an education of the highest grade to those of humble circumstances whose limited means will not permit them to be educated abroad.

To secure this result the university must be equipped to a degree that makes it the equal of other universities of the first-class. I should be false to the trust reposed in me were I to claim that this is now the case. At least twenty-five American colleges and universities are better equipped with buildings, apparatus, faculty, and endowment than the University of Texas. Beginning with Maine and coming southward and westward until you cover an area the size of Texas you will find in this area twenty-five colleges and universities of the first-class. Shall not Texas sustain one? Do not her vast population, her vaster wealth, and her still vaster destiny demand for the training of her children at least one university equal to any on the continent? We may not secure this to-day or to-morrow, but nothing short of this ideal, as an ultimate realization, can be entertained by anyone who loves Texas and rejoices in her manifest destiny. We must keep pace with our sister States in the Mississippi Valley, for some day we shall be their leader. Some day the commerce of the continent, coming down this valley, will pass through Texas to South America and through the great canal to the Eastern Hemisphere.

The State of Missouri gave her university last year \$175,000; Minnesota, \$250,000; Wisconsin, \$400,000; Michigan, \$398,000; California, \$331,000; Illinois, \$44,000; the University of Texas received an amount barely half as large as the smallest sum just named. Her buildings are only three in number, while those of the University of Michigan are 23; Wisconsin, 18; California, 10; Illinois, 13; Minnesota, 30. The University of Virginia has 25 buildings, costing \$1,000,000. Are we less able than Virginia or Minnesota to maintain a great university? Our population and wealth are already twice as great as those of either State, while our undeveloped resources are ten times greater than both combined.

We can not have a great university with our present equipment. Some day our 3 buildings will grow to 30, our 700 students to 3,000 or 4,000. Some day all the youth of Texas will be trained at home, filled with enthusiasm for their native State and her heroic history, knowing each other and loving each other with the enthusiasm of youthful affection, working harmoniously together throughout life for the development of Texas. Some day all the interests of Texas, her schools, colleges, asylums, railroads, banks, and business enterprises will be managed by Texas talent, Texas character, and Texas energy, trained in Texas institutions. This day will not come of itself. If we do not bring it, it will never come. Why should we delay? Harvard University was founded before the oldest child born in the colony was ready to enter its doors. Are we too poor to build one great university? Others poorer than we have already done so. It is false economy to keep the University of Texas in its present condition. It is false economy not to complete this building and provide necessary rooms for recitations, lectures, laboratories, and museums. We can at least add one building a year. Every delay makes us poorer. "There is that scattereth and yet increaseth, and there is that withholdeth more than is meet, but it tendeth to poverty." If the money spent upon the State penitentiaries and the State reformatory had been invested in buildings and equipment for this institution, we would now have a university equal to any on the continent. Such an institution would command the attention of the world, would attract capital for the development of our resources, and would contribute more, directly and indirectly, to the peace, order, and security of life and property in Texas than every jail, police station,

SUCCESSIVE OFFICERS OF INSTRUCTION.

The following gentlemen have filled chairs as professors, or associate or assistant professors, for various periods, in the university:

First faculty, elected in 1883: J. W. Mallet, William Leroy Broun, Leslie Waggener, M. W. Humphreys, R. L. Dubney, and H. Tallichet, in the academic department, and Oran M. Roberts and Robert S. Gould in the law department.

Elected in 1884: In the academic department, George Bruce Halstead, James F. Harrison, and Edgar Everhart. In 1885, Alexander Macfarlane and Alvin V. Lane. In 1888, J. R. S. Sterrett, George P. Garrison, Thomas U. Taylor, Robert T. Hill, and W. W. Fontaine. In 1889, Frederick W. Simonds, and Thomas Fitzhugh. In 1890, Morgan Callaway, jr., and Walter Lefevre. In 1891, Sylvester Primer and (in the school of pedagogy, organized in 1891) Joseph Baldwin.

In 1892 the following were elected: In the law department, Benjamin H. Bissett. In the academic department, Harold N. Fowler, Charles L. Edwards, and (ad interim) Edwin W. Fay; and in 1893 the following: In the academic department, William J. Battle; in the law department, Thomas S. Miller and R. L. Batts, and as law lecturers, John W. Stayton, R. R. Gaines, J. L. Henry, and Thomas J. Brown, justices of the supreme court of Texas, who performed the service gratuitously. Professor Bissett was about to assume the duties of his chair, but died soon after his election, in consequence of fatal injuries resulting from a fall on the steps of a hotel in Austin.

In 1894 several important changes were made in the faculty on account of some of the professors resigning and others being retired by special action of the regents, and as a result the following gentlemen were elected to fill the vacancies: Sidney E. Mezes, David F. Houston, Austin L. McRae, H. W. Harper, W. W. Norman, and L. R. Hamberlin.

In 1896 Dr. George T. Winston was elected president of the university and Edwin F. Northrup was added to the faculty in the academic department and John C. Townes to the faculty in the law department.

In 1897 Mark H. Liddell, William S. Sutton, Alex. C. Ellis, and William T. Mather were added to the faculty in the academic department.

Appointees as instructors and to minor positions, not including those promoted to higher duties, were J. J. Atkinson, E. E. Bramlette, I. H. Bryant, and J. H. Ray, appointed in 1883; Charles F. Gompertz and Mrs. Helen M. Kirby, in 1884; Carlo Veneziani and John P. Nelson, in 1886; Sam J. Jones, in 1887; J. Magnenat and A. C. Jessen, in 1888; Miss Jessie Andrews, in 1889; Gillespie Lewis, in 1890; A. C. Hamilton, J. R. Bailey, H. Y. Benedict, G. H. Wooten, L. G. Bugbee, R. A. Mathis, D. A. Penick, and J. F. Clark, in 1891;

G. W. Pierce, J. F. Etter, and B. S. Brown, in 1899; R. A. Thompson, L. E. Dickson, J. E. Pearce, E. P. Schoch, J. S. Ford, and J. A. Taft, in 1893; Arthur Lefevre, W. A. James, Donald Cameron, and Stephen Gregory, in 1894; Charles T. Yeiser, Fritz Reichman, Charles D. Oldright, and A. C. McLaughlin, in 1895; Constance Pessels, Miss Lila M. Casis, Ben F. Hill, H. O. Neville, and Evan S. Easton, in 1896; Milton B. Porter, William L. Bray, Miss Augusta Rucker, Miss Hattie V. Whitten, Carlo C. Rice, and Henry G. Howard, in 1897.

In 1895 Victor Lee Brooks was appointed instructor in law and served one session.

In 1896 Benjamin Wyche was appointed librarian and Swante Palm and Miss A. E. Moutelin assistant librarians of the main university, and A. Morsund and John C. Saner assistants for the law library. John C. Lomax was appointed registrar of the university and W. F. Kelly director of the gymnasium. Thomas J. Lee was appointed agent of the board of regents for selling and leasing the university lands. James B. Clark is secretary of the board and proctor of the university.

Appointees to the various professorships in the medical department since it went into operation in 1891 embrace the following gentlemen: J. F. Y. Paine (first dean of the faculty), H. A. West, Edward Randall, William Keiller, A. G. Clopton, Seth M. Morris, Allen J. Smith (second dean), James E. Thompson, James Kennedy, R. R. D. Cline, James W. McLaughlin, William S. Carter, Henry P. Cooke (present dean), George H. Lee, and George P. Hall.

Appointees as demonstrators or lecturers embraced George H. Lee, R. C. Hodges, R. W. Knox, David Cerna, Thomas Flavin, Cary H. Wilkinson, William Gammon, I. M. Cline, Louis E. Magnenat, John T. Moore, Thomas L. Kennedy, William F. Starley, jr., Robert L. McMahon, Adolph Bernard, and Conn L. Milburn.

T. J. Ballinger, Robert G. Street, and R. Waverly Smith were successively lecturers on medical jurisprudence. Miss C. Josephine Durkee had charge of the newly organized training school till Miss Hanna Kumborn was appointed superintendent of the school and "clinical instructor of nursing."

Chapter IX.

ADMINISTRATION OF THE UNIVERSITY.

AFFAIRS OF GOVERNMENT.

Following is the existing [1897-8] organization of the government of the university:

Board of regents. T. D. Wooten, chairman; F. W. Ball,^a Fort Worth (term expires January 1, 1899); T. D. Wooten,^b Austin (term expires January 1, 1899); William L. Prather, Waco (term expires January 1, 1901); T. C. Thompson,^c Galveston (term expires January 1, 1901); Beauregard Bryan, Brenham (term expires January 1, 1903); R. E. Cowart, Dallas (term expires January 1, 1903); G. W. Brackenridge, San Antonio (term expires January 1, 1905); T. S. Henderson, Cameron (term expires January 1, 1905); J. B. Clark, Austin, secretary.

Standing committees.—Finance committee, G. W. Brackenridge, T. S. Henderson, R. E. Cowart; executive committee, T. D. Wooten, Beauregard Bryan, T. S. Henderson; visiting committee, R. E. Cowart, William L. Prather, F. W. Ball; committee on complaints, F. W. Ball, T. S. Henderson, William L. Prather; auditing committee, T. S. Henderson, F. W. Ball; committee on medical department, T. C. Thompson, Beauregard Bryan, T. D. Wooten; committee on buildings and grounds, William L. Prather, G. W. Brackenridge, T. D. Wooten; committee on university lands, G. W. Brackenridge, William L. Prather, T. S. Henderson.

Thomas J. Lee is agent of the committee for selling and leasing university lands.

The board of regents meets in Austin on the Tuesday before the third Wednesday of January and of June of each year, and during the last week of April in Galveston.

THE FACULTY AND OTHER OFFICERS.

George Taylor Winston, A. M., LL. D., president; George Bruce Halsted, A. M., Ph. D., professor of pure mathematics (A. B., Princeton University, 1875, and A. M., 1878; Ph. D., Johns Hopkins Univer-

^aT. W. Gregory appointed in place of Regent Ball.

^bDr. Wooten reappointed.

^cDr. Thompson died April 17, 1898, and on May 11 Maj. Frank M. Spencer, of Galveston, was appointed to fill the vacancy.

sity, 1879); George Pierce Garrison, Ph. D., professor of history (L. A., University of Edinburg, 1881; Ph. D., University of Chicago, 1896); Thomas Ulvan Taylor, M. C. E., professor of applied mathematics (C. E., University of Virginia, 1888; M. C. E., Cornell University, 1895); Thomas Fitz-Hugh,^a M. A., professor of Latin (M. A., University of Virginia, 1888); Frederic William Simonds, M. S., Ph. D., professor of geology (B. S., Cornell University, 1875, and M. S., 1876; Ph. D., Syracuse University, 1879); Morgan Callaway, jr.,^c Ph. D., associate professor of English philology (A. B., Emory College, Georgia, 1881, and A. M., 1884; Ph. D., Johns Hopkins University, 1899); Sylvester Primer, Ph. D., associate professor of Teutonic languages (A. B., Harvard University, 1874; Ph. D., Strassburg, 1880); Joseph Baldwin,^b LL. D., professor emeritus of pedagogy (B. A., Bethany College, Virginia, 1852; M. A., 1856, and LL. D., 1890); William James Battle, Ph. D., associate professor of Greek (A. B., University of North Carolina, 1888; Ph. D., Harvard University, 1898); Sidney Edward Mezes, B. S., Ph. D., associate professor of philosophy (B. S., University of California, 1884; A. B., Harvard University, 1890; A. M., 1891, and Ph. D., 1893); David Franklin Houston, A. M., associate professor of political science (A. B., University of South Carolina, 1887; A. M., Harvard University, 1899); Henry Winston Harper, Ph. G., M. D., associate professor of chemistry (Ph. G., Philadelphia College of Pharmacy, 1881; M. D., University of Virginia, 1892); Wesley Walker Norman, A. M., associate professor of biology (B. Sc., University of Indiana, 1885; A. M., De Pauw University, 1894); Lafayette Rupert Hamberlin, B. A., adjunct professor of English and expression (B. A., Richmond College (Va.), 1892); Edwin Fitch Northrup, Ph. D., associate professor of physics (A. B., Amherst College, 1891; Ph. D., Johns Hopkins University, 1895); Mark Harvey Liddell, A. M., associate professor of English literature (A. B., Princeton University, 1887; A. M., 1889); William Seneca Sutton, M. A., professor of pedagogy (B. A., Arkansas Industrial University, 1878; M. A., 1885); Alexander Caswell Ellis, Ph. D., adjunct professor of pedagogy (A. B., University of North Carolina, 1894; Ph. D., Clark University, 1897); William Tyler Mather, Ph. D., associate professor of physics (A. B., Amherst College, 1886; A. M., 1891; Ph. D., Johns Hopkins University, 1897); Jules Magnenat, instructor in French (Brevet, Normal School of Lausanne, Switzerland; examiner at the University of Lausanne, 1863-1885); Jessie Andrews, B. Lit., instructor in German (B. Lit., The University of Texas, 1886); Arthur Lefevre, C. E., instructor in pure mathematics (C. E., The University of Texas, 1895); Lester Gladstone Bugbee, M. A., instructor in history (B. Lit., The University of Texas, 1892, and M. A., 1893); James Robinson Buloy, B. A., Ph. D., instructor in chemistry (B. A., The University

^a Deceased.^b Deceased.

of Texas, 1891; Ph. D., München, 1897); Lilia Mary Casis, M. A., instructor in French and Spanish (B. A., The University of Texas, 1895, and M. A., 1896); Eugene Paul Schoch, C. E., M. A., instructor in chemistry (C. E., The University of Texas, 1894, and M. A., 1896); Milton Brockett Porter,^a B. S., Ph. D., instructor in pure mathematics (B. S., The University of Texas, 1892; Ph. D., Harvard University, 1897); Harry Kent Seltzer, C. E., instructor in civil engineering (C. E., Lehigh University, 1895); William L. Bray, M. A., Ph. D., adjunct professor of botany (B. A., Indiana University, 1893; M. A., Lake Forest University, 1894; Ph. D., University of Chicago, 1898); Fritz Reichmann, C. E., M. S., tutor in physics (C. E. and E. E., The University of Texas, 1896, and M. S., 1897); Augusta Rucker, B. A., tutor in biology (B. A., The University of Texas, 1896); Carl Cosmo Rice, B. A., tutor in Latin (B. A., The University of Texas, 1897); Henry George Howard, B. A., fellow in Greek (B. A., The University of Texas, 1897); Hattie Virginia Whitten, student assistant in geology; John Mathias Kuehne, student assistant in physics; Charles Phillip Norby, student assistant in physics; Lulu Bailey, student assistant in physics; Felix Ezel Smith, student assistant in biology; Mary Heard, student assistant in English; Mrs. Helen Marr Kirby, M. A., lady assistant (M. A., Wesleyan Female College, Georgia).

Robert Simonton Gould,^a M. A., LL. D., professor of law (B. A., University of Alabama, 1844, and M. A., 1846; LL. D., Southwestern Presbyterian University, Tennessee, 1886); Robert Lynn Batts, LL. B., professor of law (LL. B., The University of Texas, 1886); John Charles Townes, professor of law.

John Fannin Young Paine, M. D., professor of obstetrics and gynecology, first dean of the faculty (M. D., Tulane University, 1861); Edward Randall, M. D., professor of materia medica and therapeutics, lecturer on physical diagnosis, professor of materia medica in the school of pharmacy (M. D., University of Pennsylvania, 1883); William Keiller, L. R. C. P. and S., Ed., F. R. C. S., Ed., professor of anatomy (licentiate Royal College of Surgeons, Edinburgh, 1890; fellow of same college, 1892); Allen J. Smith,^b A. M., M. D., dean of the medical faculty, professor of pathology, and lecturer on mental and nervous diseases (A. B., Pennsylvania College, 1886, and A. M., 1886; M. D., University of Pennsylvania, 1886); James Edwin Thompson, M. B., B. S., F. R. C. S., professor of surgery (M. R. C. S., England, 1886; M. B. and B. S., London, 1887; F. R. C. S., England, 1888); Seth Mabry Morris, B. S., M. D., professor of chemistry and toxicology (B. S., The University of Texas, 1888; M. D., College of Physicians and Surgeons, New York, 1891); Raoul Rene Daniel Cline, A. M., Ph. G., professor of pharmacy, school of pharmacy; lecturer on pharmacy, school of medicine (A. M., Pennsylvania College, 1886; Ph. G.,

^a Resigned.

^b Resigned the duties of dean.

New York College of Pharmacy, 1891); James W. McLaughlin, M. D., professor of medicine (M. D., University of Louisville, 1867); William Spencer Carter, M. D., professor of physiology and hygiene (M. D., University of Pennsylvania, 1890); Henry Pendleton Cooke, M. D., professor of pediatrics (M. D., University of Virginia, 1877); George Henry Lee, B. P., M. D., professor of dermatology (B. P., University of Mississippi; M. D., Tulane University, 1888); George P. Hall, A. M., M. D., professor of ophthalmology, otology, rhinology, and laryngology (A. B., Lymnland Military Institute, Kentucky, 1875; A. M., Add-Ram University, 1895; M. D., University of Louisville, 1877; M. D., Jefferson Medical College, 1878); Isaac M. Cline, A. M., M. D., Ph. D., lecturer on climatology (A. M., Hiawatha College, Tennessee, 1882; M. D., Arkansas University, 1885; Ph. D., Add-Ram University, 1896); R. Waverly Smith, esq., lecturer on medical jurisprudence; Thomas Flavin, M. D., demonstrator of anatomy (M. D., The University of Texas, 1892); John Thomas Moore, A. M., M. D., assistant demonstrator of anatomy (A. M., Add-Ram University, 1894; M. D., The University of Texas, 1896); William Gammon, M. D., demonstrator of pathology (M. D., The University of Texas, 1893); Louis Edmond Magnanat, M. D., demonstrator of biology, normal histology, and general embryology (M. D., The University of Texas, 1895); Thomas Leobona Kennedy, M. D., demonstrator of gynecology (M. D., The University of Texas, 1895); William F. Starley, jr., M. D., demonstrator of obstetrics (M. D., The University of Texas, 1895); Robert Lee McManis, M. D., demonstrator of surgery (M. D., The University of Texas, 1895); Annapa Bertoni, B. S., Ph. D., demonstrator of comparative anatomy and histology; Cole L. Milburn, Ph. G., demonstrator of comparative anatomy and histology (Ph. G., The University of Texas, 1895); Harry K. Williams, superintendent of training school for nurses, 1895.

1896—William L. Bell, dean of the university (L. B., University of North Carolina, 1878; S. S., State Palm, assistant professor of anatomy (M. S., B. A., assistant librarian (B. A., The University of Texas, 1894); A. C. Nelson, Montclair, L. B., assistant professor of anatomy (L. B., University of Texas, 1896); George S. Wood, L. B., assistant librarian, department of anatomy (L. B., University of Texas, 1896).

1897—George A. Bell, dean of the university of the first year (L. B., University of North Carolina, 1878; S. S., State Palm, assistant professor of anatomy (M. S., B. A., assistant librarian (B. A., The University of Texas, 1894); A. C. Nelson, Montclair, L. B., assistant professor of anatomy (L. B., University of Texas, 1896); George S. Wood, L. B., assistant librarian, department of anatomy (L. B., University of Texas, 1896).

At their June (1899) meeting the regents elected the following members of the university faculty:

L. E. Dixon, of Chicago University, associate professor of mathematics; E. W. Fay, of Washington-Lee University, professor of Latin; H. Y. Benedict, of Vanderbilt University, instructor in mathematics; Miss Mary Head, tutor in English; Miss Lila M. Casis, adjunct instructor in Spanish; Dan A. Penick, instructor in Greek and Latin; James R. Bailey, adjunct professor in chemistry.

All of these, except Professor Fay, were graduates of the University of Texas. Mr. Fay is a Ph. D. of Johns Hopkins University, a son of ex-State Superintendent of Education Fay, of Louisiana, and author of the *History of Education in Louisiana*, lately published by the United States Bureau of Education.

FACULTY AUTHORSHIP.

The University of Texas, being comparatively a young institution, but few members of the faculty have contributed much in the line of book making. Dr. Dabney wrote his life of Stonewall Jackson and some theological and philosophical works, but nearly all before he was connected with the university. Dr. Waggener, not long before he died, had, as elsewhere noticed, published his text-book on sentence analysis. Dr. Humphreys made some contributions to Greek text-books. Dr. Sterrett, before he came to Texas, had written a large volume on his archeological researches. Dr. Macfarlane had written some mathematical books; Dr. Baldwin, a couple of books on methods of pedagogy. Dr. Houston wrote a political book before his connection with the university. Dr. Lane is the author of a book on engineering instruments. Dr. Garrison has made some valuable contributions to history. Professors Calloway and Humberlin are the authors of some literary works, and Professor Lefever of some mathematical books. Professor Hill, after he quit the university for Government service, wrote several books. Professors Fitzhugh, Mezes, Liddell, Taylor, Mather, Primes, Harper, Battle, and Norman, and Instructors Bugbee, Porter, and Schoch, have more or less figured in literary work. Professor Sutton is the joint author of Sutton and Kimbrough's *Arithmetic*. Professor Roberts wrote one or two law books and contributed largely to a lately published history of Texas. Professor Batts is author of a law book. Professor Nagle, of the Agricultural and Mechanical College, has published a volume of engineering tables.

Dr. Halsted, though one of the younger members of the university faculty, is the most voluminous and perhaps most noted of them all in his writings. His geometry has an international reputation, leading to its publication in other countries and use in foreign universities. He has traveled extensively, and is a very interesting lecturer, espe-

drawn on the subjects of his travels. A list of most of the contributions together with those of some other members of the faculty will be found in Rice's *Biography of Texas*. The Texas Academy of Science was founded by Dr. Haastet.

Members of the faculty of the medical department have, most of them, contributed to the medical journals of the profession, but to what extent the writer is not advised.

President Winston, like Dr. Waggoner, has been too actively engaged with his executive duties to find time for general literary work, but his numerous contributions on educational matters, particularly his addresses before the National Educational Association and on other public occasions, would make a very interesting and instructive volume.

EDUCATION IN THE UNIVERSITY.

The first mention of the university was made in a state act of 1839, and the University of the State which now bears the name of the University of Texas was organized in 1848. In comparison with the spirit of this act and the subsequent growth of the state, it is strikingly true that a university should be organized in a state where the people are taught to see as points to the same purpose as to the country, the requirements for a business are equally rigorous.

The University of the State was constituted as a separate department of the State Government in 1850, and its first act of 1851, which provided for the organization of the University of the State, was a landmark in the history of the state. The University of the State was organized in 1851, and its first act of 1851, which provided for the organization of the University of the State, was a landmark in the history of the state. The University of the State was organized in 1851, and its first act of 1851, which provided for the organization of the University of the State, was a landmark in the history of the state.

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a boys' mess hall, she may provide one for girls. An art and music hall, however, would be preferable, especially as boarding houses are already kept convenient to the university, some of them being conducted on the messing system. The Right Rev. Bishop Kinsolving, with the cooperation of the Episcopal Church, has provided a large and finely furnished church institute, "Grace Hall," as a home for girl students of the university. Such provision is, of course, gratifying, as far as it goes, as a means of equalizing economic advantages for them with those provided for male students; but, as President Winston contends, the State of Texas should not be content to rely in this matter upon the wisdom and philanthropy of private citizens, but should recognize the needs of its young women and supply at once, at the main university, the buildings necessary to their economical and healthful education on "equal terms" with men, as well as the equipment essential to their education in art, music, and domestic economy.

CORRELATION WITH THE PUBLIC SCHOOLS.

The object of the university as a branch of the educational system of the State is to complete the work that is begun in the public schools by providing in a thorough manner for liberal education in literature, science, and the arts, and for the professional studies of law and medicine. The university, through the aid received from the State, offers all its facilities for higher education to persons of either sex qualified for admission without charge for tuition, and in order to perfect a close and vital connection with the public schools of the State it has been provided that a diploma from an approved school shall admit a student without examination to all the privileges of the university. This approval is on recommendation of committees of the university professors, who visit the schools for the purpose of personal investigation and report their observations for the action of the faculty. It was at Dr. Waggener's suggestion that the system was adopted. President Winston has proposed going farther to correlate the church schools, but the proposition meets with opposition from the churches. In course of time, when Mexico is provided with good high schools, the system may be advantageously extended to that country on account of its proximity to Texas; and so also it may be extended to Cuba and Porto Rico, with reference to which present dependencies General Wheeler has suggested that free scholarships be tendered to a certain number of students by all the universities of the United States. Eventually, in keeping pace with the expansion of our country, Hawaii, and even the far-distant Philippines, may be brought within the pale of our educational influences and have students in the University of Texas as well as in other American universities. The public high school in Honolulu, which occupies a fine building in the midst of ample grounds adorned with rare plants and beautiful flowers, has

classical and scientific courses and aspires to affiliation with the University of California.

The establishment of the school of pedagogy may be considered an important step in the line of correlation of the interests of the university with those of the public schools, as it has naturally brought the friends of each, and particularly the public school teachers studying pedagogy in the university, into more harmonious sympathy with each other and with the public. The organization of a school of pedagogy in the university was first suggested in 1887 in an address by Prof. Jacob Bickler, of Austin, president of the Texas Teachers' Association which convened in Dallas. The school was placed in charge of Prof. Joseph Baldwin, who has lately been succeeded by Prof. W. H. Sutton. Dr. Baldwin died recently at his home in Austin, aged 71 years. He was a noted author and educator.

In May, 1887, Prof. O. H. Cooper, superintendent of public instruction, suggested to the faculty of the university the idea of having a summer normal in Austin, and that the use of the university buildings, apparatus, laboratories, and library be tendered for the purposes of such a school. The subject was brought regularly before the faculty, and a resolution was adopted indorsing the scheme, subject to approval of the board of regents which was granted, and the school was organized. It was well attended and did excellent work in which several of the university professors assisted. By authority of the State board of education it was empowered to examine applicants for teachers' certificates, valid throughout the State for two years, and grant a number of such certificates. The school is kept up each year, and is called the "university summer school." As a supplementary means of instruction, a summer course, desirable, but university graduates should, in general, have the qualifications necessary for accomplished teachers.

ANNUAL ATTENDANCE OF STUDENTS.

The following pages contain a statement to the close of each session showing the number of students from the beginning.

Year	Students
1887	100
1888	120
1889	150
1890	180
1891	200
1892	220
1893	250
1894	280
1895	300
1896	320
1897	350
1898	380
1899	400
1900	420
1901	450
1902	480
1903	500
1904	520
1905	550
1906	580
1907	600
1908	620
1909	650
1910	680
1911	700
1912	720
1913	750
1914	780
1915	800
1916	820
1917	850
1918	880
1919	900
1920	920
1921	950
1922	980
1923	1000
1924	1020
1925	1050
1926	1080
1927	1100
1928	1120
1929	1150
1930	1180
1931	1200
1932	1220
1933	1250
1934	1280
1935	1300
1936	1320
1937	1350
1938	1380
1939	1400
1940	1420
1941	1450
1942	1480
1943	1500
1944	1520
1945	1550
1946	1580
1947	1600
1948	1620
1949	1650
1950	1680
1951	1700
1952	1720
1953	1750
1954	1780
1955	1800
1956	1820
1957	1850
1958	1880
1959	1900
1960	1920
1961	1950
1962	1980
1963	2000
1964	2020
1965	2050
1966	2080
1967	2100
1968	2120
1969	2150
1970	2180
1971	2200
1972	2220
1973	2250
1974	2280
1975	2300
1976	2320
1977	2350
1978	2380
1979	2400
1980	2420
1981	2450
1982	2480
1983	2500
1984	2520
1985	2550
1986	2580
1987	2600
1988	2620
1989	2650
1990	2680
1991	2700
1992	2720
1993	2750
1994	2780
1995	2800
1996	2820
1997	2850
1998	2880
1999	2900
2000	2920
2001	2950
2002	2980
2003	3000
2004	3020
2005	3050
2006	3080
2007	3100
2008	3120
2009	3150
2010	3180
2011	3200
2012	3220
2013	3250
2014	3280
2015	3300
2016	3320
2017	3350
2018	3380
2019	3400
2020	3420
2021	3450
2022	3480
2023	3500
2024	3520
2025	3550
2026	3580
2027	3600
2028	3620
2029	3650
2030	3680
2031	3700
2032	3720
2033	3750
2034	3780
2035	3800
2036	3820
2037	3850
2038	3880
2039	3900
2040	3920
2041	3950
2042	3980
2043	4000
2044	4020
2045	4050
2046	4080
2047	4100
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2050	4180
2051	4200
2052	4220
2053	4250
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2065	4550
2066	4580
2067	4600
2068	4620
2069	4650
2070	4680
2071	4700
2072	4720
2073	4750
2074	4780
2075	4800
2076	4820
2077	4850
2078	4880
2079	4900
2080	4920
2081	4950
2082	4980
2083	5000
2084	5020
2085	5050
2086	5080
2087	5100
2088	5120
2089	5150
2090	5180
2091	5200
2092	5220
2093	5250
2094	5280
2095	5300
2096	5320
2097	5350
2098	5380
2099	5400
2100	5420

The medical department was not organized till the session of 1891-92.

The attendance of young lady students for some years varied from about 50 to 60 each session, but since the school of pedagogy was established the number has averaged over 100 per session, including only those confining their studies to the regular academic branches.

Following is a summary of young lady students and graduates since the university went into operation:

Year.	Number of matriculates.	Number of graduates.	Year.	Number of matriculates.	Number of graduates.
1883-84	56		1891-92	104	4
1884-85	50		1892-93	77	2
1885-86	38	1	1893-94	73	7
1886-87	48	3	1894-95	114	8
1887-88	41	2	1895-96	124	9
1888-89	49	2	1896-97	137	17
1889-90	41	2	1897-98	168	21
1890-91	56		1898-99 (estimated)	200	25

The first graduates in the academic department were Samuel C. Red, taking the A. B. degree in June, 1885, and Miss Jessie Andrews, taking the same degree the year following.

Francis Dohmen, a young man who was totally blind from his early boyhood, and had graduated in the Institution for the Blind at Austin, had the distinction of graduating from the university also, in June, 1898, with the highest honor in the academic department. Another graduate of the university, Miss Florence Lewis, enjoys the distinction of having won six fellowships at prominent Northern institutions, including a traveling fellowship from Bryn Mawr University.

The catalogues of the Agricultural and Mechanical College, or branch at Bryan, are published independently of and separate from those of the university, so that its attendance of students is not included in the above lists, but is given in the history of the college in another chapter.

An appropriation of 100,000 acres of land for the colored branch of the university having failed, under a late decision of the Supreme Court, the colored people of the State have applied to the legislature for other means to establish a university for the education of their children.

An analysis of the roll of 800 students registered shows that there were 391 in the department of literature, science, and arts; in engineering department, 19; law, 143; medicine, 261, including 14 names repeated. The medical department includes 44 in the school of pharmacy and 22 in the school of nursing. The student body represents 1 foreign country, 7 States, and 100 counties in Texas.

In his annual report for the session President Winston states:

There are 16 graduate students carrying on advanced work in the university, making original investigations in various lines of study. The merit of this work has been recognized by many appointments of our students to fellowships and scholarships in leading universities elsewhere. During the past year fellowships have been held by graduates of the University of Texas in the following institutions: In Harvard Uni-

GENERAL INFORMATION.

[From the University Catalogue.]

Candidates for admission as students of the university must not be less than 16 years of age, and must furnish evidence of good moral character. Testimonials from their last instructors will be preferred. Candidates may be admitted to the department of literature, science, and arts either as regular or as special students.

Graduates of the Sam Houston Normal Institute and of the Agricultural and Mechanical College, and holders of first-grade State certificates, will be admitted to the university without examination and will be allowed to apply for advanced standing under the conditions expressed in the catalogue. The graduates of approved high schools will be admitted to the university without examination, provided they have reached the required age.

Persons over 21 years old, wishing to pursue single lines of study embracing one or two subjects, may be admitted to the department of literature, science, and arts as special students without entrance examinations, at the discretion of the president and the professors in charge of the courses desired.

Candidates for advanced standing will be required to stand examinations on the subjects passed over by the classes which they desire to enter or to present certificates from approved institutions showing clearly that they have satisfactorily completed an equivalent amount of work.

The courses offered in the department of literature, science, and arts are either one-third, two-thirds, or full courses according to the estimated amount of work in each. A full course occupies three hours a week throughout the session; a one-third course one hour a week throughout the session or three hours a week for one term; and a two-thirds course two hours a week throughout the session, or three hours a week for two terms. Twenty full courses, or their equivalent, are required for every baccalaureate degree. Courses are distributed in most branches of study into three groups: Those designed for undergraduates; those open to advanced undergraduates and to graduates, and those open to graduates.

The four terms indicating undergraduate classes - freshman, sophomore, junior, and senior - are retained, and serve to indicate the amount of work that has been completed. From matriculation to the completion of five and one-third courses a student is classed as a freshman; from the completion of five and one-third courses to that of ten, as a sophomore; from that of ten to that of fifteen, as a junior; from that of fifteen until graduation, as a senior. No student will be allowed to register for more than five and one-third courses except on

petition approved by the advisory committee. For regular students the minimum number of courses is four.

In the department of literature, science, and arts, the following degrees are offered: Bachelor of Arts (B. A.), Bachelor of Literature (B. Lit.), Bachelor of Science (B. S.), Master of Arts (M. A.), and Master of Science (M. S.) The degrees in the other departments are: Bachelor of Laws (LL. B.), Master of Laws (LL. M.), Doctor of Medicine (M. D.), and Graduate in Pharmacy (Ph. D.)

No honorary degrees are conferred by the University of Texas. Several fellowships have been established by the regents entitling each holder of a fellowship to a salary of \$300 per session. Miss Brackenridge, of San Antonio, has endowed a scholarship in the university for lady students contesting for the prize in English literature, and the board of regents offer annually a scholarship in the department of literature, science, and arts, carrying with it exemption from all matriculation or tuition fees to that graduate of each affiliated high school in the State who has the highest standing in his class.

The object of the regents and faculty of the university in authorizing affiliation of the university with the high schools is to bring the university into more convenient relations with the public schools generally, so that students can pass from them through the high schools to the university without any perceptible break in the course of study.

About one hundred leading schools, mostly the public high schools of the State, have been affiliated with the university.

UNIVERSITY LIBRARY AND MUSEUM.

The library of the university at Austin embraces 27,800 volumes, including about 10,000 books of the Palm donation, some 500 volumes presented by Governor Roberts, and several very large and costly works from Mr. W. B. Isham, of New York. Convenient to the library, and very properly in connection with it as a means for research, is the museum, embracing some valuable collections, among them a very large meteorite which fell in Texas and was secured for the university; numerous specimens of fossils, Indian flint implements, and natural curiosities given by the State; full-sized gilded casts of the great gold nuggets of the world; a considerable quantity of carefully selected and polished stones from Dr. Alexander Beaton; a large and handsome collection of shells presented by Regent Brackenridge, and a remarkably rare and valuable collection of coins, medals, etc., donated to the university by Mr. S. M. Swenson, a banker of New York. There are 3,476 coins, of which 87 are gold and 1,172 silver.

The Palm library embraces, besides the bound books, a large collection of rare and valuable pamphlets, the careful accumulation of some fifty years of the life of the donor, who is an octogenarian, still active.



FRANKLIN D. ROOSEVELT



and so devoted to his books that at his own solicitation he acts as an assistant to the university librarian, and speaks of the students as his "fellow-students."

The library of the medical department at Galveston has about 2,000 volumes, including a few hundred medical books presented by Dr. Herndon, of Austin, and Dr. Pearce, of Galveston.

Copies of the University Record, which officially publishes current events in the history of the university, are kept on file in the university library at Austin.

The State and supreme court libraries are accessible to the students.

The records and publications of the State Historical Association are kept at the university, a fact which has given rise to the suggestion that it might be well to have the association act as the servant of the State in gathering a valuable State library, as the Minnesota Historical Society does in collecting the very extensive and valuable library of that State, which stands in the front rank among the great historical libraries of the United States, and is supported by liberal State appropriations, independent of membership fees. In presenting the report of the society to the legislature, Secretary Upham states that the society, like that of Wisconsin, dates its beginning fifty years ago, and "can look with friendly emulation on the prosperity and great usefulness of the Wisconsin Historical Society, in whose work, chiefly in the support of its library, that State grants at present about \$13,000 yearly in appropriations and other State aid, or more than twice the amount appropriated by Minnesota for her society." "In addition," he states, "Wisconsin is erecting for the use of its historical society a fireproof building at a cost of about \$400,000, four stories in height, with a capacity of 550,000 volumes."

Why, it may be asked, can not the State of Texas rise to the importance of such work and measure her liberality and enterprise up to the standard of that State? It is as important here as in Wisconsin, and might best be consummated by liberal State appropriations and chartering the Texas Historical Association as a State agency and adjunct to the university, and incorporating the joint State and university libraries as the "State and university library," to be kept at the university. This would certainly be more generally convenient in having one great library in common, instead of separate ones, which would have to be separately consulted, and whatever the State might be disposed to grant for a State library and hall could be better applied by thus establishing the library and hall for joint usage at the university. The same provision would apply as well to the State museum and university museum, and, in fact, to incorporation with the university of the branches of statistics and history of the State department known as that of "insurance, statistics and history," and

transferring the insurance feature, as a matter of State revenue, to office of the State comptroller. Some States have transferred the agricultural bureaus to their agricultural colleges as a matter of economy as well as affording better sources for critical information practical scientific investigations at the experiment stations on college farms.

RECENT DONATIONS.

Among recent gifts to the university may be mentioned a fine telescope presented by Regent Brackenridge to the school of physics, four splendid microscopes to the school of biology by Mrs. The Dohmen, in memory of her daughter Nina, who was a student of the university. Hon. A. W. Terrell presented some very valuable archaeological collections secured by him while United States minister to Turkey. Mr. H. G. Askew, of Tyler, in June, 1899, presented to the university a large and valuable cabinet of shells, mainly of his personal collection, embracing specimens of over 1,000 species of marine fresh-water, and land formations.

ANNUAL UNIVERSITY ADDRESSES.

Following is a record of invited speakers at the successive annual commencement exercises of the university:

Year.	Baccalaureate sermons.	Alumni addresses.	Addresses to the literary societies.	University addresses.
1884			A. W. Terrell	Wm. P. Johns
1885			R. A. Pleasants	Gustava Cook
1886	G. W. Briggs	J. H. Cobb		Alex C. Garret
1887	B. H. Carroll	Yancey Lewis	W. S. Herndon	Leslie Waggon
1888	B. M. Palmer	R. L. Batts	B. J. Barbour	B. H. Hill
1889	H. M. Thompson	J. R. Hamilton	J. J. Lane	S. B. Maxey
1890	Wm. H. Ward	R. Waverly Smith		J. H. McLeary
1901	J. Z. Tyler	George R. Smith	J. C. Hutcheson	J. S. Hogg
1902	W. H. Black	S. B. Dabney	H. M. Garwood	T. N. Waul
1903	E. B. Chappell	E. B. Parker	D. G. Wooten	S. W. T. Lanham
1904	T. A. Robertson	Math M. Smith	Claude Weaver	Wm. M. Thorne
1905	S. A. King	J. A. Beall		T. D. Wooten
1906	G. H. Kinsolving	T. W. Gregory	R. M. Swearingen	G. T. Winston
1907	W. B. Riggs	W. H. Wilson	Isaac W. Stephens	Thos. S. Miller
1908	H. A. Bushnell	A. D. Sanford	N. G. Kittrell	A. W. Terrell
1909	W. T. Moore	Rhodes Baker	J. W. Bailey	Leo N. Levi

ASSOCIATIONS AND AMUSEMENTS.

The young men have two literary societies—the Athenæum and Rusk, and the young women have a separate society—the Ashland. There are also a Young Men's and a Young Women's Christian Association.

A gymnasium has been equipped largely through the liberality of Regent Brackenridge. The boys have their athletic association, and the girls their lawn tennis club.

VACATION SCHOOLS.

A university summer school is opened in the university rooms for one month during vacations, at which students desiring to qualify themselves to enter the university, teachers wishing to increase their scholarship in certain branches, and any other persons desiring special instruction, are offered opportunities for studying algebra, geometry, trigonometry, physics, chemistry, Latin, Spanish, German, and French. There are also held in the university during the summer vacation the State school of methods and a State summer normal. Professor Sutton, the head of the school of pedagogy in the university, has general supervision of the three schools, all which materially tend to harmonize the relations of the public school system of the State with the university, as the head of the system.

Chapter X.

AGRICULTURAL AND MECHANICAL COLLEGE.

INTRODUCTORY STATEMENT.

The sketch of this college was prepared by Prof. Robert F. Smith, and, in presenting it, he makes the following acknowledgments:

I can not submit this article, without expressing my indebtedness to numerous friends, who have spared themselves no trouble to assist me.

In some instances I have taken the liberty of weaving their words into my sketch without quoting, but I felt that they would accord me this privilege. To Col. H. V. Mitchell, of Bryan; Col. J. Larmour, of Austin; and Capt. T. M. Scott, of Melita, I am especially indebted for much of the early history of the college of which I could find no record, and which, it seems, never before has been published. Col. John James, of Austin, has been extremely kind in supplying me, from his library, with bound proceedings, reports, etc., pertaining to the history of the college during its preceding his connection with it. To Hon. William W. Lang, of Dallas; Maj. A. Rose, of Salado; and Hon. Evan Jones, of Dublin, I am indebted for much information in regard to the connection of the State Grange and Alliance with the history of the college. To Colonel James, Professor Tilson, and Maj. Adriance, I am under obligations for contributions of old catalogues to complete the file, which up to the present time has not been kept. To Maj. John Adriance, Mr. A. O. Watson, of Austin, and others, I wish to express my grateful appreciation for services rendered; also, President Ross for kindly assistance and advice.

COLLEGE STATION, TEX.

ROBT. F. SMITH

ORIGIN OF THE COLLEGE.

The Agricultural and Mechanical College of Texas owes its foundation and endowment to the act of the United States Congress approved July 2, 1862, amended July 23, 1865, and to a joint resolution of the legislature of Texas approved November 1, 1866, and an act of the same body approved April 17, 1871.

Under these acts and the special laws of the legislature growing out of them, the first board of directors met at Austin July 16, 1875, and proceeded to organize the college.

Finally, the constitution of 1876, Article VII, provided:

SEC. 13. The Agricultural and Mechanical College of Texas, established by an act of the legislature, passed April 17, 1871, located in the county of Brazos, is hereby made and constituted a branch of the University of Texas, for instruction in agriculture, the mechanic arts, and the natural sciences connected therewith.

The college was formally opened for the reception of students October 4, 1876.

The constitution of Texas provides that taxes may be raised for the maintenance and support of the college.

The college is situated at College Station, in the county of Brazos, 5 miles south of Bryan and 95 miles northwest of Houston. The Houston and Texas Central Railroad runs through the grounds, daily trains stopping at the station about 800 yards from the main building.

The government of the college is vested in a board of directors, consisting of five members appointed by the governor of the State. They are "selected from different sections of the State and hold office for six years, or during good behavior, and until their successors are qualified."

In November, 1866, the legislature formally accepted from Congress the gift of 180,000 acres of public land for the endowment of an agricultural and mechanical college. This land was sold for \$174,000, which sum was invested in 7 per cent State bonds. As under the act of Congress neither principal nor interest of this money could be used for other purposes than the payment of officers' salaries, at the time of the opening of the college there was an addition to the fund, from accumulated interest, of \$35,000. This was invested in 6 per cent bonds of the State, thus furnishing an annual income of \$14,280.

The county of Brazos donated to the college 2,416 acres of land lying on each side of the Houston and Texas Central Railroad.

OBJECTS AND PRESENT POLICY.

The act of Congress which established the State agricultural and mechanical colleges defines their objects. But under that act there have been founded as many different schools as there are States. These institutions have presented a variety of educational schemes which have embraced nearly all gradations from the classical and mathematical college to the manual labor industrial school. In view of this fact it is proper to state as definitely as possible the interpretation given to the act of Congress by the authorities of this college and the manner in which they are endeavoring to carry out its provisions.

The general object of this college is to excite and foster in the minds of our people an enthusiastic appreciation of the attractiveness and value of those pursuits by which the material development of the country is advanced. It is the business of this college to turn the attention of our young men from the overcrowded "learned professions" to those occupations which have brought abundant wealth and power to other States, and which are beginning now to attract and well repay the services of trained young men in Texas. These objects are sought to be attained—

By a thorough course of instruction in mathematics and natural science, with continual application of principles to work in the shops, fields, gardens, vineyard, orchard, pastures, dairies, and other laboratories.

By relying upon text-books as little as possible and leading students to seek information directly from observation and experiment.

By inculcating the dignity of intelligent labor—banishing the idea that the farmer or mechanic who is worthy of the name need be less learned than the professional man.

By inducing in the mind of the student an enthusiastic love of nature and the study of natural laws, whereby agricultural and mechanical processes become invested with absorbing interest and are pursued with a spirit which leads to progress and success.

To enter the college an applicant must be in his sixteenth year, or at least must have attained a degree of physical and mental advancement corresponding to that age. He must be free from contagious or infectious disease, or any deformity that would unfit him for the performance of his duties as a student of this college. He may be required to furnish evidence that he has not been dismissed from another institution of learning and that his moral character is good. The mental attainments necessary for entering upon the courses of study comprise a fair knowledge of arithmetic as far as proportion, of descriptive geometry, and of elementary English grammar and composition.

The regular courses of study lead to the degrees of bachelor of scientific agriculture, bachelor of mechanical engineering, bachelor of civil engineering, and bachelor of scientific horticulture. Thorough instruction, theoretical and practical, is given in the departments of mathematics, agriculture, mechanics, civil engineering, horticulture, chemistry, English, veterinary science, and drawing. Courses in modern languages are provided. Also special short courses in agriculture, horticulture, dairying, carpentry, blacksmithing, machinery, chemistry, drawing, and surveying.

Total expenses for session (exclusive of books and clothing), \$140.

EXPERIMENT STATIONS.

In 1887 Congress made provision for establishing, equipping, and supporting agricultural experiment stations in the several States, and stations to be placed under the supervision of the boards of directors of the State agricultural and mechanical colleges, where such colleges have been established. The act of Congress appropriates \$15,000 per annum from the United States Treasury, to each State, to equip and support the stations. Owing to some technical defect in the bill passed, additional legislation was required to make the fund available. By recent enactment the appropriation is placed at the disposal of the several States, and the stations are being organized.

The purpose for which the agricultural experiment station bill was passed is clearly set forth in section 2 of the act, which reads as follows:

It shall be the object and duty of said experiment stations to conduct original researches or verify experiments on the physiology of plants and animals; the diseases to which they are severally subject, with the remedies for the same; the chemical composition of useful plants at their different stages of growth; the comparative advantages of rotative cropping as furnished under a varying series of crops; the capacity of new plants or trees for acclimation; the analysis of soils and water; the chemical composition of manures, natural or artificial, with experiments designed to test their comparative effect on crops of different kinds; the adaptation and value of grasses and forage plants; the composition and digestibility of the different kinds of food for domestic animals; the scientific and economic questions involved in the production of butter and cheese, and such other researches or experiments bearing directly on the agricultural industry of the United States as may in each case be deemed advisable.

The bill further provides that reports of the progress made in experiments shall be published from time to time, one copy of which shall be sent to each newspaper published in the State where such station is located, and one to each individual actually engaged in farming who may request the same, as far as the means of the station will permit; all such reports to be carried in the mails free.

The experiment stations were placed under the supervision of the boards of directors of the agricultural and mechanical colleges, not for the purpose of assisting the colleges, but because it was thought the fund would be most judiciously expended under such control, and it was believed that a portion of the equipment of said colleges, in the way of land, stock, implements, etc., might, without detriment to the work of the colleges, be used to some extent in experimental work. It was thought, also, that men employed at the colleges, many of whom have become skilled in experimental work, would be able to give part of their time to the station. The bill expressly provides that no part of the fund appropriated shall be used for any purpose other than equipping and supporting an establishment for carrying on experimental work. While the stations may be attached to the agricultural colleges and be made departments of the same, no part of this fund may be used in support of the colleges except in experimental work.

In accordance with the act of Congress, the board of directors of the Agricultural and Mechanical College of Texas have established this station, and have made provision for beginning the work. The station is located at the college and is made a department of the college. Such part of the college farm, buildings, and other equipments as may be deemed necessary for experimental work will be assigned to the station department by the board of directors. In addition to the equipment assigned, whatever buildings, apparatus, or other materials are found necessary to carry out the provisions of the law will be provided from the experiment station fund. The board of directors of

the college have placed the station department under the immediate control of the agricultural experiment station council, consisting of the chairman of the faculty, the agent of the board, and the director of the station. The departments of agriculture, horticulture, chemistry, and veterinary science will aid in the experimental work, and the heads of the departments to superintend the details in their several departments.

The board of directors of the college desire to make the work of the station of as much value to the agricultural interests of the State as may be possible. The work will be conducted at all times with special reference to giving information of value that may be of some practical use to the farmer. To enable them to carry out this policy, all associations having the advancement of agriculture in view—the Grain Alliance, Stockbreeders, Fruitgrowers, and other organizations—will be invited from time to time to appoint delegates to meet with the board of directors and the council, and consult and advise with them in regard to the work of the station. Suggestions will be gladly received at all times from any one who is interested in advancing the agricultural interests of the State. Through the courtesy of the State Penitentiary Board, branch stations have been established on the State farms for making experiments of interest to the particular localities where the farms are situated.

Following is a list of the most important investigations so far undertaken by the station:

A study of the disease of the cotton plant known as "blight," "root rot," and experiments to find a preventive for the same; joint work with the Missouri Agricultural Experiment Station, a study of cattle disease, "Texas fever," to determine how the disease is transmitted, what parts of the State are free from it, and experiments in disinfecting to prevent cattle from spreading the disease when Texas cattle are shipped north, and inoculating cattle to protect from the disease when brought into the State; testing different fertilizers; growing a variety of forage plants, including silage crops; fattening calves on different rations to determine the most economical method of feeding; testing a variety of food stuffs for the production of butter; using tile drains on land used for growing farm, fruit, and vegetable crops; testing a variety of grasses, fruits, and vegetables; operating a creamery for investigation in dairy work.

Bulletins are published from time to time, giving in detail the work of the station, and sent free to any applicant in the State.

Information in regard to construction of silos, farm buildings, creameries, with plans for the same, and list of machinery and estimates as to cost will be supplied upon request.

HISTORICAL RETROSPECT.

The subject of national aid for the development of agricultural interests in America seems to be almost as old as the country itself. The following is taken from an excellent address by Prof. Alex. Hogg.

In his annual message of December 7, 1796, George Washington says:

It will not be doubted, that with reference to either individual or national welfare, agriculture is of primary importance. In proportion as nations advance in population and other circumstances of maturity, this truth becomes more apparent, and renders the cultivation of the soil more and more an object of public patronage.

Again, in a letter to Sir John Sinclair, the father of British agriculture and British statistics, Washington further says:

I fear it will be some time before an agricultural society with Congressional aid will be established in this country. We must walk, as other countries have done, before we can run. Smaller societies must prepare the way for greater; but, with the light before us, I hope we shall not be so slow as other nations have been.

In the years that followed these words many memorials were presented to the State legislatures and Congress. In 1844 an able article by Sir Jonathan Scherer appeared in the Michigan Farmer advocating more thorough education of farmers. In 1849, Hon. E. H. Lathrop, in the first annual address before the Michigan Agricultural Society, strongly advocated the teaching of botany, chemistry, zoology, physiology, and mechanics, on account of their direct bearing on the science of agriculture. In December of this year the society adopted a resolution by Hon. Bela Hubbard, requesting the legislature to establish an agricultural college and model farm, as follows:

Resolved, That our legislature be requested to take such legislation as shall appear necessary or expedient for the establishment of a State Central Agricultural Office, with which shall be connected a museum of agricultural products and implements and an agricultural library, and as soon as practicable an agricultural college and model farm.

A committee consisting of Mr. Hubbard, Mr. Dort, and Mr. Holmes were appointed to memorialize the Michigan legislature in behalf of the foregoing resolutions. By the efforts of this committee, the legislature, in 1850, passed a joint resolution calling on Congress for a gift to the State of 30,000 acres of land for the support of agricultural schools in Michigan. This seems to have been the origin of the agitation which led in 1862 to what is known as the Morrill bill. At this same session of the legislature the educational committee reported as follows:

The legislature shall encourage the promotion of intellectual, scientific, and agricultural improvement; and shall, as soon as practicable, provide for the establishment of an agricultural school.

In accordance with this report the legislature, in 1855, did provide for the opening of such a college, though the college was not formally opened to students until May, 1857, when Joseph R. Williams, M. A. had the honor as well as the difficult task of being the president of the first State agricultural college in America.

Not until 1858 did the matter of Congressional aid for agricultural colleges take definite shape, and the science of agriculture, as a science receive its greatest impetus. Hon. Justin R. Morrill, of Vermont submitted to Congress his famous bill, the far-reaching effects of which will be felt for ages yet to come, setting apart a portion of the public domain (30,000 acres of land for each Senator and Representative (Congress)) for the permanent endowment in each State and Territory of at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, * * * in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.

After much discussion during two sessions, this bill passed both branches of Congress, but was vetoed by President Buchanan. Not being daunted, however, Mr. Morrill again brought up the bill under Abraham Lincoln's Administration, and it was enacted into a law July 2, 1862. To this bill all agricultural colleges in this country owe their existence, with the single exception, I believe, of the Michigan Agricultural College, which, as previously stated, claims the distinction of having been the first established in America; the next being the Kansas State Agricultural College, organized in 1863; then one in New Jersey, in 1854, and one in Kentucky in 1865.

The Morrill act provided that the land grant must be accepted, and a provision made for the establishment of the colleges, within five years but that no State or Territory in a state of rebellion should be allowed to take advantage of the provisions of the act. It thus occurred that some of the States were deprived of the privilege; but this difficulty was obviated by an amendatory act, approved July 23, 1866, which extended the time of acceptance three years from date of amendment and stipulated that the colleges must be provided for by the State within five years of the filing of such acceptance with the Commissioner of the General Land Office.

In November, 1866, Texas passed an act accepting the national grant and having two Senators and four Representatives in Congress receive 30,000 acres for each, or a total of 180,000 acres. The scrip for this land was sold by James P. Newcomb, secretary of state, under authority of Governor E. J. Davis, at 87 cents per acre. The proceeds of this sale, \$150,000, were invested in 7 per cent frontier defense bonds the amount of \$174,000. These bonds are in the State treasury with interest coupons attached which are promptly paid semi-annually.

ESTABLISHING THE COLLEGE.

By an act of the legislature approved April 17, and an amendment May 30, 1871, provision was made for the establishment of the Agricultural and Mechanical College of Texas, to be controlled and managed in accordance with "An act to establish the University of Texas," passed February 11, 1858, until otherwise directed by law; and an appropriation of \$75,000 was made out of the school fund for the erection of college buildings and professors' residences. A part of this act provided that the governor of the State should appoint three commissioners, who should, within thirty days of such appointment, select a location for the college. Governor E. J. Davis appointed on this commission Senator Slaughter, of east Texas, Senator John Bell, from south Texas, and Representative Grotehouse, of west Texas. The commissioners advertised for bids and bonuses from the places desiring the location of the college. They were invested with full authority to locate the college where, in their opinion, the most favorable inducements (locality, bonuses, etc. considered) were offered. Hon. W. A. Saylor, at that time senator from Brazos County, suggested to the citizens of Bryan that if sufficient efforts were made the location of the college might be secured for Brazos County. In accordance with this suggestion, the commissioners were invited to stop at Bryan on their tour of inspection of places applying for the location. After visiting San Antonio, San Marcos, Austin, Waco, Tehuacana Hills, and other places, they came to Bryan, where they were entertained by her enterprising citizens, and shown a number of eligible sites for the location of such a college—among others, the present site of the college. At the outset the commissioners decided that the college must be situated in a central locality, as regarded the then most populous portion of the State, and be easily accessible to all parts of the State; it must be on a railroad, not proposed to be built, but in actual operation; and, above all, it must be a healthy locality. The present site of the college was considered to satisfy all these requirements in a high degree (so the committee intimated) and the Brazos County delegation were advised to put in a bid for the location.

The prize was secured for Brazos County, notwithstanding this was then considered one of the poorest counties in the State, and its bid was the lowest made. The centrality of the situation, the healthfulness of the location—being situated on the dividing ridge, the greatest elevation between this place and the Gulf of Mexico, midway between the Brazos and Navasota rivers where the surplus waters from the west of the college elevation flow to the former, while the waters from the east flow down the gentle slope to the latter—where the chilling blasts from the north and the balmy breezes from the south dispel all miasmatal germs; where runs the Houston and Texas Central

Railway, which by its numerous connections furnishes easy access to the whole of Texas's vast territory—these considerations secured Brazos County the coveted prize. In order to make the location certain, however, the legislature commissioners stipulated that the land be furnished within forty-eight hours with complete and satisfactory papers to the land.

Colonel Mitchell, to whom I am indebted for much of the history of the college, said to me:

I, with my daughter, was on my way to New York; but finding Brazos County had so much at stake, gave up my trip, returned to Bryan by first train, held a called another meeting, and myself appointed John N. Henderson, now district judge, and Mr. N. W. McCraw, to raise by private subscription sufficient money to make the first payment on the land and secure the deeds from Rev. J. Fred Nelson Rector, and Harvey Mitchell. The money thus raised, together with factory notes signed by Messrs. Mason D. Cole, J. M. Robinson, E. L. Ward, W. and Dave McIntosh, Dr. J. P. Mitchell, Col. Harvey Mitchell and others, secured absolute warranty deeds required by the commissioners.

(The original deeds have been lost; but they are matters of record in Brazos County, Book M, as follows: Nelson Rector, 210 acres, \$3,000; J. Fred Cox et al., 1,226 acres, \$6,130; Harvey Mitchell, 1,226 acres, \$12,000.)

Previous to the payment of these notes, on which suit had been brought, an election was ordered to be held to ascertain whether or not the money should be raised by taxation instead of by private subscription as first contemplated. The vote was practically unanimous, three dissenting votes having been cast in the contest. Thus the college was located in Brazos County, about 5 miles south of the third town of Bryan, on a tract of land containing 2,416 acres.

The legislature had provided, act of 1871, that as soon as the commissioners should decide on the location of the college, it should be their duty to construct the necessary buildings under the supervision of a competent architect. The acts of April and May, 1871, had appropriated \$75,000 for the erection of necessary college buildings and professors' residences. The plans were prepared and W. H. Dean Bryan, was employed to furnish 150,000 bricks for the main building. Colonel Mitchell was offered an appointment by Governor Davis to the committee to construct the necessary buildings to put the college in successful operation, but declined the honor. The work of erecting the main building was begun at once, and foundation completed to the grade line, also one cistern was finished, at which time about \$38,000 had been used by the board of commissioners for the work rendered and said commissioners made application for the balance of the appropriation.



AGRICULTURAL AND MECHANICAL COLLEGE



INSPECTION OF THE BUILDINGS.

Many demands having been made upon Governor Davis, he appointed a special board to inspect the work. A committee of about twenty citizens, together with Col. J. Larmour, of Austin, was appointed to make an inspection. After visiting College Station, and upon investigation and report thereon, all work executed was condemned and Colonel Larmour was then appointed to prepare plans and specifications and supervise the erection of the required buildings, a new commission having been appointed to supervise the work. On this commission were appointed Judge Spencer Ford of Bryan, Judge Broadus, Dr. Taylor, and James H. Raymond of Austin. With \$37,000, the balance of the \$75,000 appropriation, Colonel Larmour had the main building erected upon a new site and foundation, ready for the roof. Colonel Larmour was reappointed architect by Governor Coke, and made the estimates for the amount required to finish the main building and cistern. An appropriation of \$40,000, approved April 2, 1874, was made for that purpose. The next appropriation, \$32,000, approved February 8, 1875, was made to erect the mess hall.

CONSTITUTIONAL PROVISIONS.

In 1876, Hon. B. H. Davis, of Bryan, being a member of the constitutional convention and also a zealous member of the board of directors of the college, succeeded in having engrafted into the constitution the provisions of Article III, section 48, the right of the legislature to levy taxes for the support of public schools in which shall be included colleges and universities established by the State, and the maintenance and support of the Agricultural and Mechanical College of Texas. Article VII, section 13, constituted the Agricultural and Mechanical College of Texas, established by act of the legislature passed April 17, 1871, and located in the county of Brazos, a branch of the University of Texas for instruction in agriculture, the mechanic arts, and the natural sciences connected therewith. And it was also provided that the legislature should, at its next session, make an appropriation not to exceed \$40,000 for the construction and completion of the buildings and improvements and for providing the furniture necessary to put said college in immediate and successful operation. At the special session to ratify the constitution the sum of \$40,000 called for under the new constitution was appropriated for the construction of professors' residences, furnishing the buildings, etc. Colonel Larmour also made out specifications for and purchased the necessary furniture and equipment. Under his supervision everything was made ready for the opening of the college. After he had shown the members of the first

faculty their quarters and the college had been opened, his services terminated. No architect succeeded Colonel Larmour. The college being in such straits for money had to dispense with his services, since which time all building has been done under competitive plans and specifications by competent architects. At the time of opening the college, October 2, 1875, interest had accrued from the Federal endowment to the amount of about \$45,280, and by legislative act, approved August 21, 1876, the State board of education was authorized to collect all interest due to date and invest the same (except \$12,000). As nothing was said as to the kind of investment, it was held by article 3697, Revised Civil Statutes, page 529, that such investment is declared to "constitute a part of the perpetual fund until the legislature shall otherwise provide." Hence, should it see fit to do so, any legislature could authorize the use of any part or all of this \$5,000 for the support and maintenance of the college, but it is prohibited by a part of section 5, act of Congress approved July 3, 1862, from using any part of it, "directly or indirectly, under any pretext whatever, for the purchase, erection, preservation, or repair of any building or buildings." It will thus be seen that the permanent annual income from this endowment is as follows:

Interest on \$174,000 frontier defense bonds, 7 per cent	\$12, 180
Interest on \$35,000 State 6 per cent bonds.....	2, 100
Total	14, 280

FIRST BOARD OF DIRECTORS.

In accordance with an act approved March 9, 1875, the first board of directors of the college was constituted as follows: Governor Richard Coke, Lieut. Governor R. B. Hubbard, Hon. T. R. Bonner, speaker of the house of representatives, and Messrs. E. B. Pickett, Charles de Morse, B. F. Graves, B. H. Davis, C. S. West, and F. S. Stockdale, respectively, in the order named, from the several Congressional districts of the State. Governor Coke was ex-officio president and Lieutenant-Governor Hubbard vice-president of the board. William Falconer, of Bryan, was appointed secretary. Of this board C. S. West resigned, and A. J. Peeler, of Austin, was appointed November 13, 1876; B. F. Graves resigned, and T. M. Scott was appointed November 29, 1876. The next election took place by the legislature, March 10, 1879, at which time Hon. E. S. Pickett was reelected from the First district; A. J. Peeler reelected from the Fifth district; also H. W. Lyday, elected from the Second district; J. N. Dickson, Third; J. W. Durant, Fourth, and George Pfeuffer, Sixth. Of this board H. W. Lyday resigned November 24, 1880. The first meeting of the board was held at Bryan, June 1, 1875, for the purpose of effecting an organization of the college. There were present 27-

ernor Coke, Lieut. Governor Hubbard, and Speaker Guy M. Bryan, with Directors Davis and West. It was deemed impracticable at that time to effect further organization, but it was decided at this meeting that the faculty should consist of a president and five professors, to be elected at the next meeting. Governor Coke, C. S. West, and B. H. Davis were constituted a committee to "define and regulate a course of instruction to be taught in each professorship, and to decide upon the salaries to be paid to the separate members of the faculty." Governor Coke, as president of the board, was instructed to write to the ex-president of the Confederacy, Jefferson Davis, and tender him the presidency of this college. The board next met in Austin, July 15 following, when the committee appointed at the first meeting reported:

The faculty shall consist of a president and five professors, as follows: First, president and professor of moral and mental philosophy; second, professor of pure mathematics; third, professor of ancient languages and belles lettres, English literature, and history; fourth, professor of modern languages; fifth, professor of chemistry, the natural sciences, and agriculture.

The committee further recommended that the salary of the president be fixed at \$3,000, and the salaries of each of the professors be fixed at \$2,250, with residences furnished them.

SELECTION OF THE COLLEGE FACULTY.

The Hon. Jefferson Davis having declined the presidency, and stating that he could send them a better man than himself, Prof. Thomas S. Gathright, of Monroe County, Ga., was, upon his cordial recommendation, elected to that responsible position. Prof. Gathright was largely a self-made man. Having lost his father at an early age, by his own unaided efforts he completed a course of study under that distinguished educator, Henry Tutwiler, LL. D., at Green Springs, Ala. He taught for a short time, then went to Somerville, Miss., where he established a high school for the preparation of boys for college. This school took high rank at once, which was maintained until its close. In 1875 he was nominated for superintendent of education in Mississippi by Governor Stone and unanimously confirmed by the Senate. He resigned that position to accept the presidency of this college in September, 1876, which position he held with credit until in the fall of 1879 the dissensions among the faculty led to a reorganization of the entire faculty, a blow from which he never recovered, dying within a year after his dismissal. With him were elected Prof. Alexander Hogg, now superintendent of public schools at Fort Worth, professor of pure mathematics; Prof. John T. Hand, now superintendent of city schools, Corsicana, professor of ancient languages, belles lettres, etc.; Prof. William A. Banks, now assistant professor of languages and English in this college, professor of modern languages; Prof. R. P. W. Morris, applied mathematics and mili-

tary tactics; Gen. H. P. Bee was elected steward and superintendent of farm; Dr. D. Port Smythe, of Bryan, was elected college physician. Such of these gentlemen as were at that time in Austin were called together and a pamphlet was prepared for circulation, setting forth the outline of courses of study, announcements, etc.

OPENING OF THE COLLEGE.

This circular of 32 pages announced that the college would be formally opened on the 2d of October, 1876, and that provision had been made for the admission of a number of students free of tuition. From an address delivered in 1879 by Professor Hogg I learn that the board had determined to admit free of all tuition fees as large a number as possible of "meritorious young men of limited means." They decided finally to admit three from each senatorial district—appointments to be made on competitive examination to be conducted at such place and in such manner as the senator from the district may determine; also one from each Congressional district and two from the State at large, to be appointed by the United States Senators from Texas. There being 31 senatorial and 6 Congressional districts in the State at that time, there were admitted in this way 101 State students. Each student would be required to stand a satisfactory entrance examination, must be of good moral character, and must be not less than 15 years of age. The total expense for State students would be \$2,000 per session, which included an allowance for uniform. They further decided that the inaugural addresses would be delivered by the governor of the State and president of the college; that there would be four three-year courses of study offered—first, a course in agriculture; second, a course in mechanics and engineering; third, a course in languages and literature; and fourth, a course in military tactics. In pursuance of this circular the board of directors met at Bryan, November 4, 1876. Gov. Richard Coke delivered the inaugural address, and was followed by President Gathright, in which he set forth briefly the aims, operations, purposes, and advantages of the college. The first catalogue shows the following courses of study offered: First, pure and applied mathematics, natural philosophy, and astronomy; second, English language and literature, embracing a thorough and extended course in grammar, rhetoric, criticism, essay writing, and study of the English classics; third, analytical chemistry as applied to the arts, laboratory practice, and a full course to fit students to become druggists, chemists, and pharmacutists; fourth, natural history, botany, zoology, geology, and physical geograhly; fifth, history and social science; sixth, mental and moral philosophy and logic; seventh, modern and ancient languages: French, German, Spanish, Latin, Greek; eighth, drawing—architectural, free hand, and projective.

From Capt. T. M. Scott, one of the most prominent members of the board of directors, I learn that there were but 6 students reported for duty at the opening. The record for the second year shows the phenomenal increase from that small beginning to an enrollment of 341, though there were accommodations for but 160. For the purpose of providing instructors for this great increase, a special meeting of the board was convened in November, 1877, at which time two adjunct professors were elected and the Secretary of War was asked to detail an officer from the United States Army as commandant. At a meeting of the board in July, 1878, the department of English literature was created and Gen. L. M. Lewis was placed at its head. The two adjunct professors appointed were: L. L. McInnis, A. M., ancient languages and English; Capt. Jas. E. Binkly, adjunct professor and assistant commandant. The Hon. Jefferson Davis was invited to attend commencement and deliver the annual address, but he did not accept.

At the third session there were 248 matriculates, while for the session for 1879-80 the total number dropped to 144, and at one time I believe there were less than 50 students present. This was due, however, to the trouble and consequent reorganization of the college in 1879. In 1880 the first graduates issued from the institution, the majority of them graduating in some one or more of the schools of English, moral philosophy, languages, engineering, or mathematics. Only two, William Harrison Brown and Lewis John Kopke graduated with a degree (C. E.)

An examination of the courses of study during the first three years shows that they were almost entirely literary. The subject of industrial education was entirely new in Texas, and the first faculty being unacquainted with such work naturally traveled in the old rut. The masses of the people, however, had anticipated and demanded through the public press, and as individuals, that the true objects of the institution be carried out in good faith. So far, the leading objects of the institution, "agriculture and the mechanic arts," were almost totally neglected. It is true the professor of chemistry, natural sciences, etc., had tacked on to his long list of scientific studies "practical agriculture;" but it was almost wholly in name. A small farm of 10 acres was opened, but no appropriation having been made either for the equipment of the agricultural or mechanical departments, the board at its fourth meeting, in January, 1877, ordered the mules, wagons, etc., belonging to the farm, sold. Owing to the lack of funds the office of farm superintendent, secretary of the board, and college architect, were abolished. In November of that year, however, the board arranged to have a small tract in cultivation for the next spring, so that students might have instruction in practical work and participate if they saw fit. No regular organization of either of these leading

departments was, however, attempted until after the reorganization of the college in 1879.

The sixteenth legislature, at its special session, provided in the appropriation bill, approved July 7, 1879, that the sum of \$7,500 be appropriated for each of the next two years "for cabinet, library, and agricultural implements, to be paid out of the interest arising from the university fund, a sum quite insufficient to properly equip even one of the industrial departments. This, as might have been expected, brought down upon the college management the denunciations of almost the entire State press. Nor were poverty, hostile public sentiment, and the adverse criticism of the press all with which the college had to contend during these years of trouble.

REORGANIZATION OF THE FACULTY.

Differences had early arisen among the members of the faculty and these dissensions became so bitter and of such a personal nature that Governor Roberts called a meeting of the board of directors at Bryan, in November, 1879, for the purpose of making a full investigation of the trouble. After a searching investigation, which lasted for ten days, it was deemed necessary to entirely reorganize the faculty. From the board report of 1881, I quote:

And your excellency and the rest of the board, taking this view of their duties and of the obligations resting upon the faculty to properly conduct the college after it had been organized and turned over to them, did not hesitate at its meeting at Bryan, in November, 1879, to make an entire change in the faculty, it being apparent that, from personal differences, which they had failed to reconcile among themselves, the college could not be successfully carried on and that the good of the institution imperatively demanded a reorganization.

The resignations of the entire faculty having been called for and received, the election of a new faculty followed. Prof. John G. James was elected president. He was born on a plantation in Fluvanna County, Va., December 1, 1844, entered the Virginia Military Institute in 1862, graduating in 1866. He served with the cadet corps of that institution in the battle of Newmarket, May 11, 1864; was professor of chemistry and assistant professor of mathematics in Kentucky Military Institute, 1866-67; came to Texas in 1867, and conducted the Bastrop Academy until 1869, when, by permission of Maj. Gen. J. J. Reynolds, United States Army, commanding the fifth military district (Louisiana and Texas), he organized the Texas Military Institute at Bastrop, of which he was superintendent until 1879. He removed this institution to Austin in 1870.

NEW FACULTY CHOSEN.

Following the reorganization of the college in 1879, and, as a result of that action, the board of directors, profiting by past experiences, were desirous of employing the best material to be had for president

of the Agricultural and Mechanical College of Texas, and unanimously selected Colonel James as the standard bearer. He assumed his duties there December 1, 1879, and discharged them faithfully and well until April 1, 1882, when he voluntarily resigned to enter the banking business. In accepting his resignation, the board gave the following testimonial:

It is fit that the directors express, by formal action, their appreciation of the services of the president: Therefore,

Resolved, That the board of directors accept with regret the resignation of President James, and that they hereby unanimously concur in expressing their high appreciation of his past services, and bear testimony to the skill, interest, and integrity of purpose with which he has administered the affairs of the institution.

Since his resignation he has organized a number of banks, at Colorado, Wichita Falls, Henrietta, Childress, Llano, and Hempstead, and he is also a director in a number of others, and has been banker and broker ever since. His present residence is Austin, Tex. In 1875 he was appointed by the Secretary of the Navy a member of the board of visitors of the United States Naval Academy at Annapolis, and was the first Texan ever appointed on that board. He is a member of the Southern Historical Society, and author of *Southern Selections for Reading and Oratory*, published by A. S. Barnes & Co., in New York, 1879.

With President James were elected the following professors: James R. Cole, A. M., professor of English and history; Charles P. Estill, A. M., professor of ancient languages; Hardaway H. Dinwiddie, professor of chemistry and physics; Berry Allen, professor of mathematics; D. Port Smythe, M. D., professor of anatomy, physiology, hygiene, etc. Governor Roberts, Lieutenant-Governor Sayers, Hons. A. J. Peeler and George Pfeuffer were appointed a committee of the board to select suitable professors of modern languages, practical agriculture, and natural sciences under the following resolution:

Resolved, That the professor of agriculture shall be a person qualified to instruct in the field as well as in the lecture room, and the duties of such professor shall require him to instruct his scholars as fully as practicable in the nature and composition of the soils, and their analysis and relations to special products; and in pursuit of this object, he shall, not less than three times per week, take his scholars into the grounds in cultivation in the college inclosure, and by practical application teach them all the elements of husbandry, and have them give such personal attention and practice as will enable them to become practical farmers, with a knowledge of the advantages which scientific research and analysis, tested by practice, have already given to agriculture.

The board also ordered 50 acres additional put in the farm, and made provision for allowing those students who desired to do so, to cultivate small tracts of land to assist in paying their way through college. The committee selected Marie E. B. G. Gartner, professor of modern languages; C. C. Georgeson, professor of practical agriculture, and L. L. McInnis, who had been acting professor of mathe-

atics, vice Berry Allen, was made professor of mathematics July 29, 1880. A professor of mechanics was also provided for at this meeting, and \$4,000 appropriated by the board of directors to equip the mechanical department, to the head of which Franklin Van Winkle was duly elected. (The resignations of both Professors Georgeson and Van Winkle were accepted in June, 1883.)

At this same meeting of the board the departments of ancient and modern languages were combined under the head of the chair of languages, and Professor Gardner placed in charge. The expiration of Captain Olmstead's detail being near at hand, the board applied to the War Department successively for Lieuts. J. J. Haden and W. S. Scott; but from some cause neither was detailed, Lieut. Charles J. Crane having been detailed instead.

ADDRESS TO THE PUBLIC.

The board after the reorganization issued the following address:

In view of the late troubles at the college and reorganization of the faculty, the board thought it proper to acquaint the people of the State with its present status; hence the following to the people of Texas:

The directors of the Agricultural and Mechanical College respectfully state that at their recent session at Bryan they found the institution in excellent condition, except as to certain unhappy dissensions existing in the faculty. The remedy of reorganization was deemed indispensable and promptly applied. A new president and professors of ripe experience, vigorous manhood, and acknowledged ability and reputation in this State were chosen and are in charge. One hundred and thirty students are in attendance, and we hope and believe the number will be speedily increased. The money appropriated by the legislature has been judiciously expended in the purchase of a library, cabinet, mathematical instruments, and agricultural implements, and the advantages now offered are superior to those heretofore offered. We will do all in our power to make this institution what it ought to be, and trust that our efforts will be seconded by the people of the State, to whom the institution belongs.

Signed November 24, 1879, by O. M. Roberts, governor and *ex officio* president of the board; J. D. Sayers, lieutenant-governor; John H. Cochran, speaker of the house of representatives; and E. B. Pickett, A. J. Peeler, J. K. Dixon, H. W. Lyday, J. W. Durant, and George Pfeuffer, directors.

As will be seen from the foregoing, the attempt of the board was to direct the college to its legitimate channel; to make it, in fact as in name, an agricultural and mechanical college. It had struggled along under the old régime for over three years, when at the recommendation of the governor the next legislature provided for a special board of directors, whose term of office should be six years or during good behavior. Under the new law the governor appointed the following board: Judge J. D. Thomas, of Bryan; Hon. George Pfeuffer, of New Braunfels; C. C. Wiggin, of Houston; J. G. Garrison, of Henderson; and Captain T. M. Scott, of Melissa.

AGRICULTURAL AND MECHANICAL FEATURES.

In his first report, March 1, 1880, to the board of directors, President James presented a "Plan for inaugurating the practical features of the institution." In a brief article I can only refer to some of the main features of this report. He recommended, instead of the elective system of studies adopted by the first faculty, "a well-arranged curriculum" as giving more satisfactory general results. He cordially recommended the early adoption of a plan of "instruction in agriculture and the mechanic arts." He said:

The present farm, about 80 acres, is entirely too small, and \$2,500 would fence the adjoining 600 acres of the college domain east of the railroad, giving land enough for gardens, orchards, staple crops, stock pasture, experiments, ornamental grounds, and buy what additional implements may be needed. At present the agricultural department can not possibly be conducted, as a means of practical instruction, with any material profit to the students, a fact recognized by them, as this report shows no student taking the course.

His recommendations for the mechanical department, based on the report of the Boston Institute of Technology, were adopted and partly put in practice for the ensuing year.

Following are the schedules, which were adopted, as recommended by President James:

AGRICULTURAL COURSE.		Hours weekly.
First year, first term:		
Mathematics (arithmetic and algebra)		5
English (grammar and composition)		5
Agriculture (soils and live stock)		5
Practice (use of farm machinery)		10
First year, second term:		
Mathematics (algebra and geometry)		5
English (United States history, composition)		5
Agriculture (soils and botany)		5
Practice (use of farm machinery)		10
Second year, first term:		
Mathematics (algebra and geometry)		5
Physics (principles, laboratory work)		5
English (rhetoric and essays)		5
Agriculture (irrigation, zoology)		5
Practice (garden, orchard farm work)		10
Second year, second term:		
Mathematics (surveying, mechanics)		5
Chemistry (theoretical, experimental)		5
English (universal history, essays)		5
Agriculture (dairying, fertilizers, etc.)		4
Practice (garden, orchard, farm work)		10
Third year, first term:		
Farm engineering (leveling, surveying, etc.)		3
Chemistry (laboratory work)		8
Astronomy (Lockyer's Outlines)		2
English (literature, orations, essays)		3
Agriculture (meteorology, veterinary science)		5
Practice (experimental work)		10

Third year, second term:		Hours weekly.
Chemistry (laboratory work)		8
Geology (Dana's Elements).....		2
English (literature, lectures, essays).....		3
Agriculture (veterinary science, entomology).....		5
Law (Constitution of United States, Texas)		2
Practice (experimental work).....		10

MECHANICAL COURSE.

First year, first term:		Hours weekly.
Mathematics (arithmetic, algebra).....		5
English (grammar, composition).....		5
Drawing (free-hand drawing).....		5
Practice (shop practice, woodwork)		10
First year, second term:		
Mathematics (algebra, geometry).....		5
English (United States history, composition).....		5
Drawing (free-hand, geometrical)		5
Practice (wood-working machinery).....		10
Second year, first term:		
Mathematics (geometry, trigonometry).....		5
Physics (principles, laboratory work)		5
English (rhetoric, essays, etc.).....		5
Drawing (mechanical drawing)		5
Practice (metal working)		10
Second year, second term:		
Mathematics (geometry, surveying)		5
Chemistry (experimental)		5
English (history, essays, etc.).....		5
Drawing (machine drawing)		5
Practice (steam enginery, tools, etc.)		10
Third year, first term:		
Mathematics (mechanics).....		5
English (literature, orations, essays).....		3
Chemical physics (laboratory work).....		6
Astronomy (Lockyer's Outlines).....		2
Engineering (civil engineering)		5
Practice (geometry, machine construction).....		10
Third year, second term:		
Engineering (engines, millwork, iron, etc.)		5
English (literature, orations, essays)		3
Geology (Dana's Elements).....		2
Law (Constitution of United States, Texas)		2
Drawing (shop constructions)		5
Practice (special machine work)		10

RADICAL REORGANIZATION.

The radical changes made by the new board of directors were considered by many rash in the extreme, and not a few predicted that so complete a repudiation of the time-honored schemes of education would bring utter ruin upon the institution. Indeed its fortunes seemed des-

perate. There were less than 75 students present and public sentiment seemed, almost without exception, hostile. The new board had made provision for an agricultural and mechanical college in full accord with the letter and spirit of the act of Congress establishing these institutions. To carry out the design required money for the purchase of animals and agricultural implements to teach the science and practice of agriculture and its allied branches. Money was absolutely necessary to purchase mechanical tools, and the machines were costly. The board had not a dollar at their command which could be used for either. The interest on the endowment could only be used for paying the salaries of professors and officers. The legislature had made no appropriations for putting the practical department in operation. The constitution of 1876 had made the college a branch of the State University; but the board of regents absolutely refused to appropriate a penny to the college. During these years of poverty and trouble for the college, there was growing up among the farmers a great organization, numbering in 1879, the time of the reorganization of the college, more than 150,000 members. In June, previous to the reorganization of the college, this organization, the State Grange, was in session in Sherman, and had under discussion the establishment of a college for the education of the sons of farmers.

ACTION OF THE STATE GRANGE AND ALLIANCE.

Capt. T. M. Scott, a member of the board of directors of the Agricultural and Mechanical College, was chairman of the committee on agriculture and agricultural education. In their report the committee discouraged the idea of establishing a separate college, and the following resolution by Director Scott was adopted:

Resolved, That the worthy master be authorized and requested to appoint a committee of three to prepare a memorial setting forth the necessity of an additional appropriation for the State Agricultural and Mechanical College, so as to enable the agricultural and mechanical departments of said college to be put into immediate and practical operation, and that the committee present said memorial to the legislature at as early a day as practicable and use all honorable means to secure said appropriation before the adjournment of the legislature.

By resolution, the master of the Grange, William W. Lang, was instructed to repair to Austin and endeavor to obtain through the legislature an appropriation of \$15,000 for the purchase of "cabinet, library, agricultural implements," etc., and to better organize the departments of agriculture and mechanics in the college. His efforts were successful, and this may be said to have been the beginning of those branches in the college; and in the intervening years, by subsequent appropriations, it has reached its present popularity and success. Much credit for its present efficiency is due to the support of the

Grange and the Alliance, though the friendship of the latter is of more recent date. The former began to manifest its interest from the beginning of the college. In fact, the master of the Grange was very active in his efforts to get the college so organized as to make the industrial feature dominant, and to this end strongly urged that Hon. J. B. Killebrew, of Tennessee, a gentleman of learning and science whose life thoughts had been trained along industrial lines, be appointed president of the college, but in these efforts he was not successful. At the first meeting of the Grange after the opening of the college, which was held at Tyler, Tex., January, 1877, in his annual address Mr. Lang called the attention of the members to the importance of agricultural education and their duty of sustaining and supporting the Agricultural and Mechanical College. At this meeting the committee on agriculture reported as follows:

Your committee beg leave to report further that the benefits accruing from the endowment from the United States to the State of Texas, for the purpose of establishing an agricultural and mechanical college, should be reaped by the sons of her honest yeomanry, and would therefore recommend that the State Grange insist on the opening of a farm upon which our youth shall receive practical lessons in agriculture, as well as furnish them a means of paying their expenses at such institution. They further recommend that the farmers of Texas liberally patronize this institution, if the original plan of the government is adhered to and carried out by its managers.

In order to better acquaint themselves with the workings of the college, the next meeting was held at Bryan. At this time, June, 1878, the college was purely a literary institution. There was no professor of agriculture or mechanics, and the annual catalogue shows that no students were taking the course in agriculture. At this meeting the master of the grange, in strong terms, again urged the importance of agricultural education, and presented a plan or lines of study which to him seemed necessary for a successful scientific education. He asked its reference to a committee, but says this committee made no report. This plan was, however, similar to that now pursued, and no doubt had its weight in shaping the present plan. The executive committee of the grange recommended the establishment of a farm at the college as a training field for the students in agriculture, and as an experimental farm, and by reference to the board minutes I find that this recommendation was adopted in 1879. In 1880 Mr. Lang, in his annual address, recommended the grange to memorialize the legislature to "reorganize the Agricultural and Mechanical College at Bryan, and to make the sciences of agriculture and mechanics the predominating features of the college, so that the youth of the State may have the opportunity of acquiring a practical and useful education in these branches of industry." He also submitted a supplemental address, in which he called attention to the fact that of 130 students, 94 were studying Latin, 26 the sciences, and 3 agriculture, and those 3 had had n

tical agriculture whatever. What little agriculture was taught was by lecture or from text-books. He further said:

There is at this time not even a professor of agriculture; the little class of three who were studying the subject had been disbanded, and not a single student is now pursuing the subject. The Agricultural College presents the strange anomaly of no professor of agriculture—no student pursuing the study of agriculture, or any branch of science with the special design of having a bearing upon the tillage of the soil, or a knowledge of the growth and culture of plants. Nothing is there as part and parcel of the real, living, working, active, agricultural college, such as all wanted to see—such as the people of Texas demanded—such as the law of Congress designed when the liberal bounty was given to the State to establish schools of learning especially intended for the industrial classes. With these facts before us, it seems to me an imperative duty, the performance of which we owe to the people of the State, to raise our voices in loud protestations against this wretched mismanagement of this institution—this willful perversion from the original object for which it was designed—this prostitution of funds, intended to be used for the establishments of learning, differing in all their conceptions and all their modes of operation from ordinary colleges, and for the education and benefit of special classes of individuals designated in the original act of donation as the “industrial classes,” and in the place of these, building up a college where the old curriculum of Latin and Greek has maintained its old supremacy, and six professors have been mostly occupied in teaching language in its various forms of ancient and modern classics, grammar, logic, etc., and but one professor employed in giving instruction in those sciences which can contribute direct assistance to the improvement of agriculture, and duty requires us to go a step further than the utterance of mere protestation against these wanton abuses. It requires us to demand of the legislature of the State an entire change of the organization and working of the college, that it may go forward in its intended and blessed work of usefulness, and of help to the “industrial classes.” The institution should be made practical in all its departments and all its operations.

Although Mr. Lang's entire address was most severe in its criticism of the management of the college, those in charge of the college recognized the justice of it, and that no offense was taken by the faculty is evidenced by the fact that Colonel Lang was invited by them to deliver the commencement address of that year, 1880. The president of the college called in person on him and extended the invitation. A special committee of the legislature to whom was referred Mr. Lang's supplementary address made quite a voluminous report, but, under the circumstances, very favorable to the college, as explaining that while the board of directors and faculty were in full accord with the wishes for a real agricultural and mechanical college, they had had up to that time no means whatever placed at their disposal with which to equip the practical departments save and except the \$15,000 appropriated through Colonel Lang's instrumentality, only half of which had become available up to that time. The report was signed by T. M. Scott, chairman; J. E. Gray, C. B. Hodges, and H. Mitchell, and was concurred in by the grange. The change in sentiment from Colonel Lang's address in 1880 to the friendly feeling which the grange has had to the college since then is shown by a most favorable report at Galveston of a committee of that body appointed to visit the college

and examine into its practical working in 1884. This report was signed by J. M. Carson, H. Stalworth, J. K. Henry, J. F. Fuller, and W. H. Harris, committee. The change of sentiment is further evidenced by a commendatory reference to the college by Maj. A. J. Rose in his Waxahachie address in 1885, and by the fact that in 1888, on the invitation of the board and faculty, the grange met at the college. In his capacity as worthy master of the grange Major Rose said in his annual address:

As a public institution this college stands at the head of the list. It is a fact admitted that the prosperity of the State depends upon the success of agriculture. I insist that you thoroughly investigate the wants of this institution and spare no pains to bring them before the public and our next legislature.

The committee on education also reported on the college as follows:

The Agricultural and Mechanical College of our State, if rightly patronized by farmers and rightly fostered by the State, will no doubt be the greatest educator in the South for farmers' boys. There has been a disposition on the part of the friends and managers of the main university at Austin to use and appropriate to the exclusive use of the main university all the available university funds, thus ignoring the legitimate claims and real merits of the Agricultural and Mechanical College. We therefore state as the voice of the State grange that the just pro rata for this institution (Agricultural and Mechanical College) should be at least two-fifths of the available university fund, and we would recommend that a memorial signed by every farmer in Texas be sent to the next State legislature, demanding that there be set aside by statutory enactment at least two-fifths of the available university fund from year to year for the support and benefit of the Agricultural and Mechanical College.

Signed by James L. Ray, for committee.

The first official action of the State alliance was taken, I believe, at Cleburne in 1886.

Director Scott, a member of the alliance and a delegate from his county alliance, made a statement to that body of the action taken by the State grange at Sherman. The committee on education, of which he is chairman, submitted the following report:

We desire to call attention of this intelligent body of representative men of the industrial classes of Texas, to the institution known as the Agricultural and Mechanical College of Texas. This college owes its foundation and endowment to the act of Congress approved July 2, 1862, amended July 23, 1865, and to a joint resolution of the legislature of Texas approved April 17, 1871, and finally to a provision of the State constitution of 1876; and was organized especially for the education of young men whose purpose are to follow some one of the industrial pursuits, and to qualify and fit them for the useful and practical affairs of life. While your committee can not hope to present anything new on the importance of education, yet as one of the purposes of our noble order is the mental improvement of our industrial classes, the importance of this subject should be ever present with us, for the development of the mind must go with that of material interests if these classes shall ever be other than "hewers of wood and drawers of water." No expenditure is safe unless the foundation is solid, and as the teachers are the workmen who are laying the foundation of the educational work, for the sake of your children and the country that you love, see to it that the work is well done. There are two questions we present to the

consideration of this body: First. Is there a necessity for a better and higher education for the sons and daughters of the industrial classes than can be obtained in the common schools? Second. Is the education obtained in the common schools of Texas alone sufficient to enable these classes to have their influence in the social and political affairs of our country, which the importance of their vocation and citizenship justifies and demands? Admitting the fundamental importance of the common schools, yet, in the opinion of your committee, there can be but one answer to these questions. Then what shall the higher education be? Shall it be such as to lead the young men away from the farm and all industrial pursuits, or shall it not rather be such as to make them better farmers, as well as to inculcate in their hearts a love for industrial pursuits, while it will at the same time enable them to take their proper positions as citizens and sovereigns of our State? Your committee all will agree that industrial education should be fostered and encouraged, as that will tend more than anything else to the advancement of our whole people. Can such an education be had within our own State or shall our boys be sent without its borders to procure it. Your committee purpose showing the members of the Farmers' Alliance that every facility for obtaining a useful and high standard of education is practically within reach of a large majority of farmers' and mechanics' sons. In 1862, when the land was convulsed with war, when members of nearly every family were absent on the tented fields, when every breeze came laden with the rumors of conflict or sounds of sieges and battle, destruction, woe, and death, a far-seeing and brainy man in the Senate of the United States succeeded in passing a law making an appropriation of public lands for the endowment and maintenance of at least one college in each State where the leading objects shall be to teach such branches of learning as are related to agriculture and mechanic arts, in order to promote the practical and liberal education of the industrial classes in the several pursuits and professions of life. This man, Justin Morrill, by slow application and hard study, though surrounded by many difficulties, rose to his exalted position from the industrial classes, and, remembering this, all of his work was to smooth the way and lessen the cost to all desiring liberal and practical education to fit them for the duties of life. As the Agricultural and Mechanical College is the culmination of the above effort, your committee desire to present it to the favorable consideration of the people of the Alliance as it stands, its doors open, the directors and its able faculty inviting the parents and guardians of the industrial classes to send their boys, that they may receive the benefit of the high standard of industrial education there to be obtained.

COMPLAINT FROM THE FARMERS.

Continuing their report, the Alliance committee further stated:

The Agricultural and Mechanical College, as now presented to you, is carrying out the original purpose and design for which it was established. But to enable it to be still more useful a grievous want should be supplied. The board of directors are frequently unable to supply improvements to further the purposes of the institution for lack of funds. The interest alone of the endowment fund can be used and that only for the salaries of the faculty. The appropriations that have been made by the State have been for buildings, furniture, apparatus, machines, and tools in the mechanical department; implements, tools, animals, and fencing in the agricultural department, and for repairs in all the departments of the college. Until the last legislature met not one cent had ever been appropriated for the support of the college. While the college is still doing all that can be done with the means at its disposal, yet, to enable it to extend the sphere of its usefulness, it requires a regular annual income independent of the legislative appropriations to maintain its present status and provide additional facilities and instructors as the attendance increases. The framers of the

constitution of our State saw this necessity and provided for it by making the Agricultural and Mechanical College a branch of the State University, which has been liberally endowed by the State and now has a permanent fund invested in bonds of more than \$600,000 and more than 2,000,000 acres of land remaining unsold. By the constitution of the State this magnificent fund belongs in part to the Agricultural and Mechanical College as one of the branches of the university. As to the importance of this branch there can be no question, yet the legislature in providing for the opening of the university has given to the regents of the law, literary, and medical branches the control and disbursement of the whole of the fund that belongs to the university. These regents have not appropriated any of this fund to the Agricultural and Mechanical College; therefore the authorities of the college have been forced to obtain from the legislature by special appropriation the small portion of the fund which has hitherto been used for the benefit of the Agricultural and Mechanical College. This law should be so amended as to make an equitable distribution to all branches of the university. Therefore your committee recommends the adoption of the following resolutions:

Resolved, That the worthy president of the State Alliance be directed to prepare and, in conjunction with the worthy master of the State Grange, present to the legislature a memorial or petition respectfully asking that the law be amended so as to set aside a just and equitable portion of the available university fund to be controlled and disbursed by the board of directors of the Agricultural and Mechanical College for its development, support, and maintenance."

Signed by T. M. Scott, J. D. White, W. A. Smith, J. P. Paulsen, and C. W. Sumner, committee on education.

This report was adopted.

Again, in 1887, a committee of the Alliance, Messrs. Granbury and Elliott, were appointed at a meeting in Waco, and in 1888 reported at a meeting in Dallas, stating, among other matters:

We found a farm of 200 acres attached to the college, under intelligent and successful cultivation, all the work of which is performed by the students, who also receive training in the orchard, garden, and stock department. The machine shops of the college give the students opportunity to become thoroughly acquainted with the various methods of working in wood and metal. We found the departments of chemistry and mathematics under able supervision. In conclusion we are fully impressed with the belief that the Agricultural and Mechanical College is worthy of the support and patronage of the farmers of Texas.

The report was adopted.

CAREER AS AN AGRICULTURAL AND MECHANICAL COLLEGE.

The career of the college as an agricultural and mechanical college may be said to date from the adoption of President James's report and plan of organization, which was adopted and in part went into effect in the fall of 1880. The college was still hampered by poverty, and could not at once set on foot all the changes deemed so advisable. There was a deficiency of more than \$5,000, which was caused by the necessity for new buildings in 1877 for temporary harracks. Prof. C. C. Georgeson, the first head of the agricultural department, reported as follows:

With the exception of some lessons in grafting and the handling of farm machinery, I

have so far given no outdoor instruction to my classes. The fall work has not been of a character to be properly styled "instructive," and as manual labor is not compulsory the practical work of the students must be directed with a view solely to their instruction. But when we begin the preparation and planting of the ground, students of agriculture will meet me regularly for instruction in the practical operation of the field and garden. In my estimation the course in agriculture and horticulture in this institution should be a very comprehensive and thorough one. Students in agriculture should, of course, have a good knowledge of chemistry, botany, entomology, meteorology, and veterinary surgery, since these sciences are most intimately connected with farming; and in agriculture proper it is my plan to give full instruction on the following subjects:

AGRICULTURE.

1. The soil—constituents, formation, classification, properties, etc.
2. Farm drainage.
3. Irrigation.
4. Manures—natural, artificial, where, when, and how to use them.
5. Field crops—each in detail, rotation.
6. Farm engineering—buildings, fences, water supply, laying out of farm, machinery and implements, workmen and work animals.
7. Farm experiments.
8. Farm law.

LIVE STOCK.

1. History and description of breeds of all kinds of domestic animals.
2. Breeding.
3. Dairying—manufacture and sale of butter and cheese.
4. Care and management, feeding, etc.
5. Markets.

HORTICULTURE.

1. Vegetable gardening—each vegetable in detail.
2. Small-fruit culture—each in detail.
3. Nursery—raising, propagating, and sale of nursery stock.
4. Pomology.
5. Greenhouses and hotbeds—their construction and use.
6. Floral culture.
7. Forestry.
8. Landscape gardening.
9. Bee culture.

At the same time the professor of mechanical engineering, Franklin Van Winkle, also the first head of that department, reported as follows:

Prior to the present session a mechanical department never having been instituted at this college, the organization and development of a theoretical and practical course of instruction was the first thing requiring attention. To that end the considerations were: First, the wants and resources of the State. Second, the character of the student material with which the department would be supplied. Third, the appliances necessary for giving such a course of theoretical and practical instruction as would be calculated to be of greatest value toward contributing to the mechanical interests of the State and make the graduate a valuable and useful member of society. In the shops it is proposed to give the student practical instruction in elementary construction and to make practical application of his instruction received

in the lecture room. The object is twofold: First, to impress on his mind more thoroughly the instruction therein imparted, and second, that he may acquire the most intimate knowledge of practice and skill in the use of tools and workshop appliances. He will be conducted through the shops exactly as though entering the lowest position in a manufacturing establishment, and will successively fill higher positions until graduating as superintendent. Beginning with woodworking by hand tools, he will be promoted from that to the use and care of woodworking machinery, such as circular and fret saws and the turning lathe. Then he will be made stock clerk and timekeeper. After that, take a course of instruction in working with metals with hand tools, such as filing, chipping, and other vise work, erecting of machinery; then be put in charge of a boiler, and from that duly promoted to engineer, to take charge of the engine and power, and from that goes to drilling, boring, turning, screw-cutting, and other machine tool work, when he is to begin work on his graduating piece, which is to be made entirely by himself and be a whole or a part of the subject treated of in his graduating thesis.

Provision was also made about this time to pay those students who wished to work a part of their way through college for work done on the farm and in the shops out of school hours. The time spent in practice in the shops and fields, being considered as so much instruction, was not paid for.

An appropriation of \$15,000 having been made by the legislature in 1881 for maintaining State students, provision was made for their appointment and distribution of the appointments as has been stated. While this provision still remains on the statute book, it has remained inoperative since 1884, by reason of no appropriation having been made for their further support. It was well that this was so. The plan of sending students to this school at the expense of the State was adopted because the industrial courses seemed at first unpopular and some extraordinary inducements were deemed necessary to lead young men into what seemed an educational experiment. The truth of the matter is that the college had gained the reputation of a purely literary school; but when it was reorganized in 1879 much of its literary patronage fell away and the industrial classes, naturally skeptical as to its future intentions, did not at once render their support. This difficulty, however, has long since been obviated and the college has for several years past been full to overflowing with students. On more than one occasion notice had to be given through the press that no more could be received.

In 1884 a substantial brick shop for ironwork was added to the old wooden barracks, which were doing temporary duty as workshop; and again in 1891 the present commodious two-story structure was provided. In order to more fully identify the college with the farmers and others interested in industrial education, a series of experiments were conducted, and from time to time bulletins of results were issued, the first appearing in November, 1883. They continued to appear at intervals until the agricultural experiment station was

established in 1888, when the matter was turned over to the station. In 1889 the faculty issued a circular letter calling the attention of farmers to the importance of holding farmers' institutes, and offering to send those members of the faculty connected with the industrial departments to assist in conducting these meetings and to deliver addresses on suitable topics relating to agricultural pursuits.

SUCCESSION OF PRESIDENTS.

In June, 1883, Prof. James R. Cole, who had been acting president since the resignation of President James, was duly elected president of the college. During the following summer, however, the board of directors decided to discontinue the office of president and provided that the faculty should select one of their members as chairman. The choice fell upon Maj. H. H. Dinwiddie, professor of chemistry and physics, and he filled the position with credit until his death in 1887. During his administration many reforms were instituted looking to the development and perfection of the industrial department. During this time he delivered a number of able addresses before the State Grange farmers' institutes, and elsewhere. At his death Prof. L. L. McInnis, professor of mathematics, was elected by the board to succeed him. Professor McInnis had been connected with the college since November, 1877, and had served in the capacity of adjunct professor, as professor of mathematics, as secretary of the board of directors, as secretary and treasurer of the college, and was vice-chairman during Professor Dinwiddie's administration. As chairman of the faculty he recommended the establishment of the chairs of horticulture, civil engineering and drawing, veterinary science, and later the department of drawing, the office of chaplain and librarian, and the establishment of branch agricultural experiment stations, the inauguration of the "student labor" fund, and an appropriation for water supply. All of these recommendations have been adopted, and appropriations were secured for a number of the most substantial buildings during his administration. He was dropped from the roll of the faculty in the summer of 1890, after thirteen years of service.

CHANGES IN THE MANAGEMENT.

At the time of discontinuing the presidency the position of resident director was provided for, and Capt. T. M. Scott was selected to fill the position; but having resigned the position, the office of agent of the board of directors was created, and Gen. William P. Hardeman was elected to that position. His duties were the management of the finances and outside working of the college, while the chairman of the faculty had charge of the academic work. This action of the board

of directors was earnestly protested against by the president of the board of directors as follows:

I ask leave of the board to spread on the minutes the following reasons for my votes against the resolutions to abolish the presidency of the college and to elect an agent of the board with the power provided for in the resolutions:

First. President Cole had been elected June 26, by a vote of 4 to 1. The members of the board favoring the resolution were challenged to point out a single dereliction of the president in the discharge of his duties, either while acting president or since his election, and they failed to do so. I regard the action as an indignity to President Cole, calculated to drive him from the faculty, as Professor Van Winkle had been driven by the previous action of the board in resolving to accept his resignation, which was not presented to them, and when there was no dereliction charged against him, but President James declared him the most valuable member of the faculty.

Second. I was opposed to a divided authority in the management of the college such as I conceived to be the result of the power given to the agent. I think it relieves the faculty from the responsibility they ought to assume and gives undue authority to an outsider, and must greatly impair the efficient operation of the college.

Third. I think it multiplies officers and increases expenditures to no good purpose.

J. D. THOMAS.

At this meeting Prof. Rudolph Wipprecht was elected professor of languages to fill the vacancy occasioned by the death of Professor Gartner. By appointment of the president Prof. W. L. Bringhurst had been acting professor of languages since the previous February, and he was placed in charge of a new department of physics.

THE AGRICULTURAL STUDIES.

The department of agriculture not being very well patronized by the students, the following resolution was adopted by the board of directors:

Resolved, That, for the encouragement of students in the agricultural department, the professor in that department shall be required to keep an accurate grade of the proficiency and deportment of each student in the department, and at the end of each session the student having the highest grade shall be entitled to a scholarship for the succeeding year free of charge; and the student having the next highest grade shall be entitled to one-half scholarship for the succeeding year, and the student having the next highest grade shall be entitled to one-fourth scholarship for the same time, but none of these scholarships shall be transferable.

These scholarships were won as follows: First prize, full scholarship, Duncan Adriance, Brazoria, Tex.; second prize, half scholarship, T. D. Rowell, Jefferson, Tex.; third prize, one-quarter scholarship, Herman Richter, De Witt County.

These scholarships were discontinued after one year.

In the summer of 1883 the professors of the college were for the second time offered their traveling expenses to solicit patronage at the college. Professors Curtis, Dinwiddie, Cole, Wipprecht, I Read, and Assistant Professor Smith accepted this offer. A

of their efforts there was a considerable increase in the attendance the following fall. Provision was also made by the board for postgraduate courses leading to the degree of B. S. A. Mr. Walter Wipprecht was the first to avail himself of this provision.

In October, 1885, the college made an exhibit at the Dallas State Fair of machinery and agricultural appliances and sent a detail of students there to show by actual practice the work done by them as students at the college. The exhibit was much admired and as an advertisement for the college was of great importance and value. A similar exhibit in August, 1890, was also made of students in actual practice in creamery, etc., at the annual meeting of the State Grange at McGregor. Exhibits of students' work were also made at the State Teachers' Association at Galveston and Austin, where they attracted much attention and favorable comment.

In 1886 Prof. L. L. McInnis, in his annual report, made the following recommendations which were adopted at a subsequent meeting of the board of directors: That the course of study be changed from three to four years for the reason that, since the students were largely from the rural districts, they were not prepared to finish the college course in three years. He further recommended that in the four-years' course the object should not be so much to raise the proficiency of graduates in theoretical studies, as to give more time each year to the practical part of their education, and suggested that the first year be made the same for all courses, the advantages of this being that students remaining one year all in the same course would be enabled to better select intelligently a more suitable course, and that students subsequently choosing the mechanical course would have the advantage of having learned something of the principles of agriculture—that vocation which enlists the energy of so great a majority of the citizens of our State. He also recommended that as soon as practicable a student labor fund be set apart to act as an inducement to the students to engage in the practice work in the agricultural department.

About this time, in response from a request of Director Scott to U. S. Senator S. B. Maxey, this college was designated as the depository for public documents from the Department of the Interior at Washington. This has added many volumes of public matter to our library.

In June, 1887, an attempt was made in the legislature to abolish the board of directors and place the college under the management of the regents of the State University, but failed to be enacted into law. Similar attempts have also been made subsequently, but friends of the college desiring its continued usefulness and progress have always succeeded in foiling these attempts. Attempts were also made in 1891 and 1893 to establish an agricultural and mechanical college in north Texas, but were likewise unsuccessful.

These resolutions were earnestly protested against by the president of the board of trustees as follows:

These resolutions were read on the minutes the following passage: "Resolved, that the board do not abolish the presidency of the college and the board of trustees, each with the powers specified in the resolutions:

That the board shall be elected June 20, by a vote of 4 to 1. That the board of trustees shall be challenged to point out a single act of the president of the college in his conduct, either while acting president, or while acting as a member of the board, which he regarded the action as an indignity to the college, or as a reflection on the faculty, as Professor Van Winkle has done, in his resolution of the board in resolving to accept his resignation, and when there was no dereliction charged against him. The board of trustees, composed of the most valuable members of the faculty, was deprived of its delegated authority in the management of the college, and the responsibility of the power given to the agent. If the board of trustees were responsible they ought to assume and govern the college, and not allow the faculty to greatly impair the efficient operation of the college.

Resolved, that the board of trustees increase expenditures to no less than \$100,000 per annum.

At the meeting of Prof. Rudolph Wipprecht was elected professor of German, the vacancy occasioned by the death of Prof. W. L. Bringer. The appointment of the president Prof. W. L. Bringer as professor of languages since the previous February, and the organization of a new department of physics.

THE AGRICULTURAL STUDIES.

The agricultural studies have not being very well patronized, the following resolution was adopted by the board of trustees:

Resolved, that the students in the agricultural department shall be required to keep an accurate grade book, and that the students in the department, and at the end of the year, the students shall be entitled to a scholarship for the next year, the student having the next highest grade shall be entitled to one-fourth scholarship, but none of these scholarships shall be transferable.

The following scholarships were won as follows: First prize, full scholarship, A. A. Mirancy, Brazoria, Tex.; second prize, half scholarship, J. W. Jefferson, Tex.; third prize, one-quarter scholarship, H. R. Witt, De Witt County.

These scholarships were discontinued in the summer of 1883 the professors and students offered their time to the college. Professors Curtis, Reid, and Assistant Profes

During the session of the legislature in 1887, Prof. L. L. McInnis, chairman of the faculty, and Director Garrett were appointed by the board a committee to visit Austin and present the needs of the college to the proper committees. The action of that legislature affecting the college was an appropriation of \$25,000 out of the general revenue and \$10,000 out of the university funds for two years; an act accepting the Federal appropriation of \$15,000 for the establishment of agricultural experiment stations in connection with the various agricultural and mechanical colleges; and an act establishing a department of agriculture in connection with the department of insurance, statistics and history, and making the commissioner of that department ex officio member of the board of directors.

CONFERENCE AS TO THE COLLEGE AND UNIVERSITY.

While the above committee was in Austin there was an attempt made, at the urgent solicitation of friends of both institutions, to arrive at an agreement on some concerted plan of action with reference to legislation for the Agricultural and Mechanical College and the university, and also as to a proper share of the university funds to be apportioned to the Agricultural and Mechanical College. Friends of both institutions, the governor of the State, and members of the legislature urged an agreement, and a meeting at the Driskill Hotel in March, 1887, was appointed, at which were present, on the part of the Agricultural and Mechanical College, Directors Garrett, Scott and Cavitt, and L. L. McInnis, secretary of the board; on the part of the university, Dr. T. D. Wooten, president of the board of regents, Regent E. J. Simkins, and A. P. Wooldridge, secretary of the board of regents, and Prof. Leslie Waggener, chairman of the faculty, and on the part of the medical branch at Galveston, Messrs. Spencer, Luckett, and Callaway, and Hon. Walter Gresham, member of the legislature from Galveston. After full and free discussion, an informal agreement was reached and Messrs. Simkins, Garrett, and Gresham were appointed to reduce the agreement to writing and present it to a full conference. The following, taken from the minutes of the board of directors, is the full text of the agreement entered into by the full conference (with the reservation on the part of the university representatives that they would not undertake to bind the regents to ratify the action of the conference):

For the regents of the University of Texas and the directors of the Agricultural and Mechanical College of Texas, it is agreed—

1. That the university and Agricultural and Mechanical College shall remain under separate management, as now provided by law.
2. That the Agricultural and Mechanical College shall receive annually, after the 1st of March, 1889, one-fifth of the available university fund. Said one-fifth shall be paid directly by the comptroller to the board of directors of the Agricultural and Mechanical College upon proper requisition, and shall be disbursed by said board as in their judgment the best interests of said college may require.

3. That all income derived by the university from other sources than the above, such as tuition fees, private gifts, and appropriations by the State for specific purposes, shall not be taken into account in estimating the one-fifth above mentioned; and the endowment of the Agricultural and Mechanical College by Congress and such appropriations as may be made by the State and by Congress for its benefit shall belong exclusively to that institution.

4. That the legislature be requested to appropriate the sum of \$50,000 for the erection of the buildings of the medical branch of the University of Texas at Galveston; this sum to be accepted from the State in full of all claims by the university for money heretofore used by the State belonging to the university fund.

5. That \$2,500 out of the available university fund shall be appropriated by the legislature for the use of the Agricultural and Mechanical College of Texas annually for two years beginning March 1, 1887, provided that the sum of \$5,000 shall be appropriated by the present legislature out of the general revenue for the use and benefit of the university.

6. That a concerted effort shall be made by the friends of the university and the friends of the Agricultural and Mechanical College to get the present legislature to set aside an additional million acres of land for the benefit of the university and its branches.

7. That the directors of the Agricultural and Mechanical College and the friends of that institution shall use all legitimate means for the passage of the bill, now pending in the legislature, giving the regents control of the university lands.

8. That the regents shall have control and management, subject to the above provisions, of all the university funds and of all lands belonging to the university.

9. It is finally agreed that the directors and the friends of the Agricultural and Mechanical College and the regents and friends of the university shall unite in an effort to secure the legislation necessary to carry out this agreement, and all other legislation necessary for the growth and prosperity of the university and its branches.

Signed (subject to the approval of the regents), by E. J. Simkins, C. C. Garrett, Walter Gresham.

A meeting of the board of regents was called to consider this question, but it was never held, and in a paper before the State Medical Association, the president of the board of regents said:

It was an open secret that Bryan and Galveston had entered into an alliance offensive and defensive against the main branch of the university at Austin. The debt of \$87,000 due by the State to the university was to be paid with an appropriation of \$50,000, which should go to build the medical department at Galveston. Bryan was to have her one-fifth of the university fund, Galveston would get a valuable building and permanent investment which would insure her in the location of the medical school in all time to come, and the university proper might look out for itself. With this ingeniously contrived scheme the regents had nothing to do, but watched its concoction and dénouement with a complacency born of repeated disaster, etc.

GRATIFYING PROGRESS.

The board of directors, on the recommendation of the faculty, having provided for bachelors' degrees, the class of 1888 received on graduation degrees as follows: Six, B. S. A.; one, B. S.; five, B. M. E.; four, B. C. E.

The college had now grown and increased in popular favor, conforming more and more to the strict spirit and letter of the law as

means were placed at its disposal, prejudices were fast dying out, and the harsh criticisms of the press had almost ceased; many departments have been added, all tending to develop the scientific, technical, and industrial features of the college. The departments of veterinary science, of horticulture and botany, of civil engineering and physics, of drawing, and of experimental agriculture (the latter in connection with the agricultural experiment station, established in 1888), are the added features. New shops have been built and equipped with modern machinery, more and better equipment has been supplied for the agriculture department, better service is provided in the mess hall department, and better barrack accommodations have been made for the students. With all these advantages a better moral tone has gradually developed among the students, rowdyism is not so prevalent, and the student corps is composed of a quiet, well-behaved, and gentlemanly set of young men.

ELECTION OF PRESIDENT ROSS.

In 1890 the board of directors made the coup d'état of their official careers in the selection of Governor L. S. Ross as president of the college. He is too well and favorably known to require a biography at my hands, but brief allusion to some of his achievements may not be out of place. I copy the following from a recent issue of the Galveston Daily News:

Gen. Lawrence Sullivan Ross was born at Bentonsport, Iowa, September 27, 1838. In the following spring his father, Capt. Shapley P. Ross, moved to Texas. His early boyhood was spent surrounded by hostile Comanches, and inured to hardships and dangers. In 1858 while at home on a summer vacation from Florence Wesleyan University, of Alabama, he joined the Van Dorn campaign with a company of 135 friendly Indian scouts, and won his spurs and soubriquet of "The Boy Captain," in a desperate battle with the Comanches, when 95 of them were slain and 350 head of their horses were captured. In this fight General Ross recovered from these brutal savages a little white girl about 8 years of age, whose parents were never known, but whom General Ross brought up and educated, naming her Lizzie Ross. A dangerous wound received in this engagement almost put an end to his career. He lay for five days under a post-oak tree on the battlefield before he could be removed to the nearest United States post, 70 miles distant. Before the dead were all buried and the smoke of battle had cleared away all the officers of the famous Second Cavalry of the United States Army engaged in the battle, most of whom afterward became prominent generals on both sides during the late war, drafted and signed a petition to the Secretary of War urging young Ross's appointment as an officer of the Regular Army, and Gen. Winfield Scott wrote him a complimentary autograph letter tendering his support and influence. As Ross was not yet of age and desired to complete his college course he did not avail himself of the honor, but on his recovery returned to his alma mater, where he graduated with distinction the following summer. Immediately on his return to Texas in 1859 he was placed in command of the frontier by the clear-sighted governor, Sam Houston, and, organizing a band of faithful soldiers of like metal with himself, he defeated the Comanches with great slaughter, destroying their principal village and stronghold, captured over 400 horses, and rescued Cynthia Ann Parker. In this memorable battle General Ross killed in a hand-to-hand com-



L. S. ROSS.

bat the Chief Peta Nocona, having his horse shot down under him, but escaping without personal injury.

The chief's shield, lance, buffalo horns, etc., were sent as trophies to Governor Houston at Austin, where they were deposited in the State archives. The incidents of this struggle have been related with pride by old Texas settlers, and listened to with great interest by the young around many a Texas fireside, and form one of the most fascinating chapters in the history of the Lone Star State. Entering the Confederate army as a private, he rapidly rose to promotions as major, lieutenant-colonel, and colonel, and at the age of 24 was brigadier-general. He participated in 135 engagements of more or less importance, and had five horses shot under him, but was not wounded during the war. On different occasions he was commended to the secretary of war for gallant and meritorious conduct by Gens. Joseph E. Johnson, Hardee, Forrest, S. D. Lee, Dabney H. Maury, W. H. Jackson, and Van Dorn. After the war, which left him penniless, he went to farming. In 1873 he was sheriff of his county, and as such succeeded in putting down lawlessness; in 1875 a member of the constitutional convention, and in 1881 he was elected to the State senate, in which body he served as chairman of the finance committee. Often solicited to become a candidate for governor, he only consented 1886, when he was nominated and elected, and reelected in 1888 by a majority of 153,000. His record as governor is too well known to the people of the State to require comment. He retired from this high office carrying with him the plaudits of friends and opponents, having given universal satisfaction by his conservative and patriotic policy, and he has the honor of having afforded the State one of the most popular administrations that Texas has ever had. In January, 1890, he stepped from the governor's chair to the presidency of the Agricultural and Mechanical College of Texas, where he is having ample opportunity to display his fine executive and administrative ability. As a soldier unsurpassed in gallantry, as a statesman in the foremost ranks, it is now his ambition, and his versatility of genius no less qualifies him, to take a high place as an educator.

The sound judgment and executive ability of President Ross has placed the college on a sure footing, and has stamped out those petty jealousies which from time to time have threatened to sap the very vitals of the institution. General good feeling exists among the several members of the faculty. Another thing which has contributed no little to the general upbuilding and settled policy and condition of the college is the change made by the board of directors in February, 1892, fixing the tenure of office of the professors and officers during "good behavior and efficiency" instead of reelecting annually as previously practiced by the board. So many and frequent changes were made in the faculty, and among the officers of the college, that there was a general feeling of disquiet among the professors. Instead of devoting their whole time and attention to their college duties they were on the lookout for more permanent and promising positions. In corroboration of this statement I point to the fact that in July, 1890, when Prof. Edwin A. Popenoe, A. M., professor of entomology and zoology in the Kansas Agricultural College, was elected professor of horticulture and botany in this college, he declined the position on account of this uncertainty; also, that since this change there have been but three resignations in the three years, while for the preceding three years

there were no less than twenty-two changes in the officers and faculty of the college. Of course all these changes were not due to the "annual election system;" in fact, the opinion prevails that this system was simply instituted by the board of directors as a convenient mode of dispensing with the services of certain members of the faculty and other officers without having to assign any reason for such action.

THE FEDERAL AID TO THE COLLEGE.

From a financial point of view the college took a long stride in advance on the passage of an act by Congress approved August 30, 1890, entitled "An act to apply a portion of the proceeds of the public lands to the more complete endowment and support of the colleges for the benefit of agriculture and the mechanic arts, established under the provision of an act of Congress approved July 2, 1862." By this act there was annually appropriated, out of any money in the Treasury not otherwise appropriated, the sum of \$15,000 for the year ending June 30, 1890, and an annual increase of \$1,000 over this sum for each of the next ten years; the annual amount to be paid thereafter to each State and Territory is to be \$25,000, and is to be applied only to instruction in agriculture, the mechanic arts, the English language, and the various branches of mathematical, physical, natural, and economic sciences, with special reference to their application in the industries of life and to the facilities for such instruction; provided, that no money may be paid out under this act to any State or Territory where the distinction of race or color is made in the students. But the establishment and maintenance of such college separately for white and colored students is to be held to be a compliance with the provisions of this act if the funds received in such State or Territory be equitably divided into two parts—the one for the college for white students, the other for the institution for colored students. It will thus be seen that the present annual income from this source is \$20,000, and will reach its maximum of \$25,000 per annum in 1900.

The Prairie View School at Alta Vista, near Hempstead, is the beneficiary of this act on the part of colored students.

From the small beginning of one president, five professors, and a steward, who was also farm superintendent, the college has grown to an institution requiring the following faculty and officers: A president, L. S. Ross; R. H. Whitlock, M. E., professor of mechanical engineering; H. H. Harrington, M. S., professor of chemistry and mineralogy (chemist to experiment station); Charles Puryear, M. A., C. E., professor of mathematics; Mark Francis, D. V. M., professor of veterinary science (veterinarian to experiment station); F. E. Giesecke, M. E., professor of drawing; J. C. Nagle, M. A., C. E., M. C. E., professor of civil engineering and physics; R. H. Price, B. S., professor of horticulture, botany, and entomology (horticulturist to

experiment station); T. C. Bittle, A. M., Ph. D., professor of languages and chaplain; J. H. Connell, M. Sc., professor of agriculture (director of experiment station); C. W. Hutson, professor of English and history; First Lieut. George T. Bartlett, Third Regiment, U. S. Artillery, professor of military science and commandant of cadets; Robert F. Smith, associate professor of mathematics; Duncan Adriance, M. S., associate professor of chemistry; W. B. Phillpott, M. S., associate professor of English and history; James Clayton, associate professor of agriculture (agriculturist to experiment station); A. L. Banks, B. S., adjunct professor of mathematics; P. S. Tilson, M. S., assistant professor of chemistry (assistant to station chemist); H. Ness, B. S., assistant professor of horticulture and botany; D. W. Spence, B. Sc., C. E., assistant professor of civil engineering and physics and drawing; R. T. Bray, M. E., C. E., assistant professor of mechanical engineering; W. A. Banks, A. M., assistant professor of languages and English; A. M. Soule, B. S. A., assistant professor of agriculture (assistant to experiment station agriculturist); Professor Puryear, secretary of the faculty; A. C. Gillespie, M. D., surgeon; John H. Carter, secretary; E. W. Hutchinson, B. C. E., bookkeeper and cashier; B. Shisa, steward; C. A. Lewis, foreman of carpenter shop; J. W. Carson, B. S., foreman of farm (assistant to director of experiment station); J. A. Baker, stenographer and clerk of experiment station; G. Eberspacher, florist and landscape gardener.

THE COLLEGE EXPERIMENT STATION.

The officers and staff of the experiment station originally embraced the following: Governing board of the station—being the board of directors of the Agricultural and Mechanical College—Maj. A. J. Rose, president, Salado; Hon. John E. Hollingsworth, State commissioner of agriculture, Austin; Hon. W. R. Cavitt, Bryan; Dr. J. D. Fields, Manor; Hon. John Adriance, Columbia; treasurer, President L. S. Ross, College Station. Station staff: J. H. Connell, M. Sc., director; H. H. Harrington, M. Sc., chemist; M. Francis, D. V. M., veterinarian; R. H. Price, B. S., horticulturist; D. Adriance, M. S., meteorologist, associate chemist; James Clayton, agriculturist; J. W. Carson, B. S., assistant to director; A. M. Soule, B. S. A., assistant in agriculture; P. S. Tilson, M. S., assistant in chemistry; J. A. Baker, stenographer and clerk; J. H. Ferguson, McKinney, and J. W. Phillips, Wichita Falls, Tex., superintendents of substations.

In accordance with the act of Congress, the board of directors of the Agricultural and Mechanical College of Texas, at a meeting held January 25, 1888, established the experiment station as a department of the college. This was the first station established in the United States under the Hatch Act.

Provision was made for assigning to the station department such part of the college farm, buildings, and other part of the equipment of the college as would be found necessary to prosecute the work, in addition to the outfit supplies from the funds of the station. The professors of agriculture, chemistry, horticulture, and veterinary science in the college have charge of station work in their several departments.

The main station located on the college grounds is supported entirely by appropriations from the Federal Government. Three substations have been established for the benefit of entirely different soil sections of the State, found in the "Black Waxy," "Panhandle," and in south Texas. This last named is established at Beeville and is more particularly a horticultural station. These substations are supported by State appropriations. The objects of the experiment station and the substations are clearly set forth in section 2 of the act of Congress to which they owe their establishment. Financially the station will not be of direct benefit to the college. To compensate the college, however, for the use of property assigned to the work of the station, such work will add largely to the ability of the college to impart more thorough instruction in scientific agriculture, horticulture, etc.

The station will not add to the expense of the college in any way, as such time as may be given by the professors and other employees in experimental work will be paid for from the station fund, and the value of the time lost to the college will be deducted from the salary that would be paid by the college if the entire time were given to college work; and in order not to impair the efficiency of instruction the board has provided for additional instructors to relieve the professors of a portion of their class work. Numerous scientific investigations have been conducted and some are now under way, including chemical analyses of soils, stock foods, cotton-seed products, animal diseases and parasites, injurious insects, and fungi.

The horticultural department has under trial on the station grounds more than 300 varieties of vegetables and more than 700 varieties of small fruits.

COLLEGE EQUIPMENT.

A general inventory of college and station property as shown by the report of the board of directors, December, 1894, gives the value of improvements as follows: Values for land, main college building, three large brick dormitories, large brick mess hall and accompanying building, professors' residences, farmhouses, barns, electric light, ice plant, waterworks, etc., \$339,369.91. Equipment by departments: Agricultural department, \$37,160.83; college property, \$12,971.90; Texas Experiment Station, permanent improvements, \$4,170; station equipment, \$7,893. A grand total valuation of all property belonging to the Agricultural and Mechanical College of Texas and th

Experiment Station is \$401,565.69. Upon almost a barren waste, on which it was for years supposed that trees could not be grown, the grounds have been artistically laid out with several miles of drives and beautiful avenues hemmed in by stately shade and ornamental trees, among which the umbrella china and poplar predominate; hedges of privet, flowering shrubs, etc., have been cultivated with marked success. An abundance of flowers is found on the campus for nine months in the year. Much credit is due Mr. George Eberspacher, the florist and landscape gardener, for this transformation. Under his magic touch choice roses spring forth in profusion; side by side in the same plat are seen flowers from the far North cultivating the acquaintance of others from the Tropics. It is a matter of regret that the board of directors has not placed more money at the disposal of this important department.

PROSPERITY OF THE COLLEGE.

I can not better describe the present prosperity of the college than by a few quotations clipped from the last report of the board of directors to Governor James S. Hogg:

We congratulate the State upon the fact that under the judicious control of the president (General Ross), with his great administrative ability and his wonderful tact in the management of Texas boys, aided as he has been by a strong faculty, fully devoted to its interests, the success of the college has been more complete than the most sanguine of its friends dared to hope for it, and it may be truthfully said that in no two years of its history has the measure of its usefulness been so large as in the two years covered by this report.

The complete harmony and faithfulness of the faculty in carrying forward the great work committed to their care is highly commendable. The health and comfort of the students have been especially cared for, and their moral and intellectual advancement is unquestionably more apparent and satisfactory than at any other given time.

The following quotation is from the report of President Ross:

The management of the college is expected not only by the trustees but by the State at large to keep all that pertains to the institution in good condition, and to note the successive stages of growth through which it passes. Justice demands that the people should have credit for their enterprise and liberality in the support of public education, and that the State should not suffer from unjust criticisms passed upon it from abroad because of meagre statistics. The demands for admission were so frequent and pressing that I was compelled to give notice through the press that no more applicants could be accommodated. We have but 109 rooms in the barracks which can properly and comfortably provide for 250 students. But before I could check the arrivals I had registered 343, leaving many to go elsewhere on account of lack of room. While I do not believe that the success of this or any other institution of learning should be determined by the number of students it matriculates, for this in itself is a false measure of success, it does indicate most clearly and unmistakably that more ample accommodations must be provided here or elsewhere, or the sons of Texas endowed with genius and seeking a practical education such as can be obtained nowhere else in the State must be turned away to go beyond our borders. It also indicates that there is in the public mind an increased and growing confidence

in the work being done here to fit their sons for the practical callings of everyday life. An admirable spirit has pervaded the entire student body, manifesting itself in a cheerful acquiescence in the regulations and authority of the college and in an earnest application to study and work. I can renew the expression of my last report which contained grateful recognition of the fact that no discord has disturbed the college during my connection with it, and that the students have been united and harmonious, with a growing industrial spirit so essential to success. It will be remembered that the attention of the last legislature was called to the seeming discrimination against a deserving class of poor but worthy young white boys in favor of some 46 colored students, who were receiving free education at Prairie View; and probably with a view of equalizing the bounty of the State to some extent, the legislature appropriated \$5,000 each year as a student labor fund, designed to aid all those who were willing to work to obtain means to defray expenses. (For the next two years this will be \$8,000 per year.) In the recent report of the Vermont College the trustees say, after expending an annual appropriation of \$3,000, that student labor is expensive, and from the standpoint of economy undesirable. Students lack the strength and experience of older men, and because of their inexperience they destroy and damage property to a considerable extent. It is probably safe to say that the same work might be done by regular laborers at a saving of 40 per cent. Yet, on the other hand, the class of students who desire to be thus aided is of the very best. The necessity for self-help cultivates self-reliance, and the expenditure tends to build up good citizens and aids in the diffusion of intelligence throughout the State. Such students have, moreover, a keener appreciation of the advantages thus offered. From this standpoint the expenditure for this kind of labor is entirely justifiable. Several other States have established a labor fund.

In regard to the operation of the student labor fund in this college, I give the following from Professor Connel's report:

The student labor system, inaugurated at the beginning of last year, October, 1893, has been productive of many good results, and I beg leave to mention some of these in the order of their importance.

First. A large number of boys coming under the instruction of the department of agriculture have been kept in sympathy with their studies and with labor generally by the obligatory paid system of student labor that has been instituted.

Second. The fund of technical agricultural knowledge has been largely increased by the boys' contact with actual farm work.

Third. Many of our best students who are poorly supplied with money have been able, largely through their own efforts, to support themselves at college while obtaining a practical education.

Fourth. The system of student labor as applied here (on the basis of full payment only for the best work and greatest interest shown in the work) is calculated to give great encouragement and serves as a reward of merit to the deserving.

Fifth. The responsibility attached to the work and the system of grading off for work improperly done is highly instructive to the average Southern boy who knows little or nothing of business responsibilities. Although the work performed in the fields, dairy, and barns, for which a part of the appropriation of the last legislature was used, is not economically spent if judged only by the work returned, yet there is no question of the wisdom of the expenditure when viewed from the higher standpoint of education.

I also quote from the report of Professor Whitlock, professor of mechanical engineering:

The question of student labor has had but little effect on the actual work of the department, as but little of it could be utilized; but its effects are more marked in

the different plants which are run in connection with this department, and as here used it has benefited the students even more than it has the college, as a number of young men have availed themselves of this opportunity and are earning almost if not quite enough to pay their way through the year.

The following table will exhibit the growth and change in the personnel of students and professors of the college from its beginning up to the present time.

The number of students noted as matriculates for the year 1892-93 only shows those admitted, the policy being to deny admission beyond what the college can provide for comfortably. Large numbers were turned away each of these years. For the year 1894 the number of admissions is only up to December 1 of that year.

Annual record of students and instructors.

Year.	Matriculates.	Graduates.	Heads of departments.	Assistant, adjunct, and associate professors.
1876-77	106		8	2
1877-78	261		8	2
1878-79	246		9	1
1879-80	144	2	9	2
1880-81	127	1	8	2
1881-82	256	12	8	2
1882-83	228	8	8	2
1883-84	106	14	8	1
1884-85	142	11	8	1
1885-86	170	11	8	1
1886-87	174	9	8	5
1887-88	211	17	10	5
1888-89	206	19	11	9
1889-90	272	14	11	9
1890-91	316	16	11	7
1891-92	331	26	11	7
1892-93	293	16	11	8
1893-94	313	31	11	9
1894-95	372		11	9
1895-96	354			
1896-97	311			
1897-98	337			

REGULAR COURSES OF STUDY.

The following was the course of study as shown by the catalogue of 1894-5:

There are two regular courses of study and practice leading to degrees and extending through four years each. They are identical for the first year, thus giving the students the advantage of an elementary training in subjects that are of equal importance to everyone, and affording opportunity for intelligent choice between the courses as continued separately through the three succeeding years. In the third year or second class, there is a still further specialization by which the student may, in the agricultural course, vary his studies with reference to obtaining either of two degrees—that is, Bachelor of Scientific Horticulture (B. S. H.) or Bachelor of Scientific Agriculture (B. S. A.).

In the mechanical course a similar specialization is provided for by which the student is given the choice between the degrees of Bachelor of Civil Engineering (B. C. E.) and Bachelor of Mechanical Engineering (B. M. E.) By faculty regulation these several degrees were replaced after June 1, 1895, by the degree of Bachelor of Science (B. S.), the course in which the degree is taken being specified in the diploma; as, for instance, Bachelor of Science (in Agriculture).

All regular students must pursue either the agricultural or the mechanical course, and there is no course of instruction which is not industrial. The languages are optional, except as shown in the curricula, and may be studied as courses outside of the regular courses. There is no charge for any optional study.

In view of the great practical importance of the German and Spanish languages for business purposes in our State, special attention is given them. In the curricula of studies, the numeral indicates the number of hours per week devoted to each study.

AGRICULTURAL COURSE.

First year (fourth class).—Fall term: Arithmetic (5); grammar, composition, declamation, history of Texas (10); elementary agriculture (2). Practice: Carpentry work (4); agricultural and horticultural work (4); free-hand drawing and penmanship (3); infantry drill (3).

Winter term: Arithmetic and algebra (5); grammar, composition, declamation, history of United States (10); domestic animals (4). Practice: Same as fall term.

Spring term: Algebra (5); grammar, composition, declamation, history of United States (10); bookkeeping (2). Practice: Carpentry work (4); free-hand drawing (1½); agricultural and horticultural work (4); infantry drill (3).

Second year (third class).—Fall term: Algebra (5); advanced grammar, composition, declamation, general history (5); elementary botany and fruit culture (4); elementary physics (4). Practice: Agricultural and horticultural work (5); free-hand drawing (1½); Infantry drill (3).

Winter term: Algebra and geometry (5); advanced grammar, composition, declamation, history (5); dairying (4); elementary physics (3); physiology (3). Practice: Agricultural and horticultural work (5); free-hand drawing (1½).

Spring term: Geometry (5); rhetoric, composition, declamation, general history (5); grasses (3); vegetable culture (2); systematic botany (4). Practice: Agricultural and horticultural work (5); drawing (3); drill (3).

Third year (second class).—Fall term: Geometry and algebra (5); inorganic chemistry (4); breeding of live stock (5); entomology

veterinary medicine (2). Practice: Agricultural and horticultural work (5); analytical chemistry (2); infantry drill (3).

Winter term: Algebra (3); English, history of Greece and Rome, essays (4); inorganic chemistry (4); veterinary medicine (2); drill regulations (2). Practice: Same as fall term except no drill.

Spring term: Trigonometry (3); English, civil government, essays (2); drainage (4); inorganic chemistry (4); surveying (3). Practice: Agricultural work (2½); analytical chemistry (5); field work and surveying (—); zoology (2); infantry and artillery drill (3).

Fourth year (first class).—Fall term: Lectures on English literature, English history (4); feeds (5); advanced chemistry (4); veterinary surgery, anatomy, materia medica (3). Practice: Agricultural experiments (2½); analytical chemistry (4); veterinary practice, infantry drill (3).

Winter term: Farm machinery (5); landscape gardening (1); veterinary surgery, anatomy, materia medica (3); agricultural chemistry (5); lectures on military science (1). Practice: Agricultural work (4); analytical chemistry (2½); dissecting, (4).

Spring term: Lectures on English literature, English history (2); farm management (5); veterinary surgery, anatomy, obstetrics (3); forage plants (2); injurious insects (2). Practice: Agricultural work (5); veterinary practice, (2½); infantry drill, (3); graduating thesis.

HORTICULTURAL COURSE.

Third year (second class).—Fall term: Geometry and algebra (3); analytical chemistry (4); entomology (2); structural botany (4); German or Latin (3); veterinary medicine (2). Practice: Agricultural and horticultural work (5); analytical chemistry (2); entomology (2); infantry drill (3).

Winter term: Algebra (3); English, history of Greece and Rome, essays (4); inorganic chemistry (4); German or Latin (3); drill regulations (2); veterinary medicine (2). Practice: Botany (2½); analytical chemistry (5).

Spring term: Trigonometry (3); English, civil government, essays (2); organic chemistry (4); small fruit culture (3); surveying (3); German or Latin (3). Practice: Horticulture (2½); analytical chemistry (5); zoology (2); fieldwork and surveying (—); infantry and artillery drill (2).

Fourth year (first class). Fall term: Lectures on English literature, English history (4); advanced chemistry (4); fungi and plant diseases (3); horticulture (2); German or Latin (3); veterinary surgery (3). Practice: Botany (5); analytical chemistry (4); veterinary practice (2); infantry drill (3).

Winter term: Landscape gardening (1); fertilizers (3); agricultural chemistry (5); German or Latin (3); lectures on military science

(1); veterinary surgery (3). Practice: Analytical chemistry (2½); horticulture (5); veterinary practice (4).

Spring term: Lectures on English literature, history (2); plant variation and breeding (2); injurious insects (2); forage plants (2); German or Latin (3); fungi and plant diseases (2); veterinary surgery (3). Practice: Same as winter term; infantry and artillery drill.

MECHANICAL COURSE.

First year (fourth class).—Same as agricultural course.

Second year (third class).—Fall term: Algebra (5); M. E. lectures (2); advanced grammar, composition, declamation, general history (5); elementary physics (4). Practice: Shopwork (5); mechanical drawing (3); drill (3).

Winter term: Algebra and geometry (5); M. E. lectures (2); advanced grammar, composition, declamation, general history (5); elementary physics (2). Practice: Same as above, except no drill.

Spring term: Geometry (5) M. E. lectures (4); rhetoric, composition, declamation, general history (5); electricity and magnetism (3). Practice: Same as fall term.

Third year (second class).—(For B. S. degree in mechanical engineering). Fall term: Geometry and algebra (5); descriptive geometry (5); inorganic chemistry (4); steam engine (4). Practice: Shopwork (5); mechanical drawing (4); infantry drill (3).

Winter term: Algebra (4); inorganic chemistry (4); steam engine (4); drill regulations (2). Practice: As above, except drill.

Spring term: Trigonometry (4); slide valve (4); metallurgy (4); English, civil government, essays (2); surveying (3); kinematic drawing (1). Practice: Same as fall term, except field practice and surveying added.

Fourth year (first class).—Fall term: Analytical geometry, mechanics (5); graphics (5); metallurgy (4); letters on English history (4). Practice: Experimental work in engineering (5); metallurgy (2); mechanical drawing (4); drill (3).

Winter term: Analytical geometry and calculus (5); mechanism (5); metallurgy (3); machine design (4); lectures on military science (1). Practice: As above, except drill.

Spring term: Calculus (5); lectures on English literature and history (2); mechanical engineering (5); machine design (3). Practice: Experimental work in engineering (5); metallurgy (2); machine design and drawing (2½); infantry drill (3); graduation thesis.

Third year (second class).—(B. S. in civil engineering.) Fall term: Geometry and algebra (5); descriptive geometry (5); inorganic chemistry (4); road making and maintenance (2); German or Spanish (3). Practice: Shopwork (5); drawing (4); infantry drill (3).

Winter term: Algebra (4); inorganic chemistry (4); graphic statics (2); English, history of Greece and Rome, essays (4); German or Spanish (3); drill regulations (2). Practice: As above, except drill.

Spring term: Trigonometry (4); English, civil government, essays (2); geology (3); plane and topographical surveying (5); German or Spanish (3); practice, shopwork (5); field work and surveying, drawing (4); infantry and artillery drill (3).

Fourth year (first class).—Fall term: Analytical geometry, mechanics (5); lectures on English literature and history (4); railroad engineering, use of solar compass and plane table (5); sewers and drains (2); German or Spanish (3). Practice: Field work (5); mechanical drawing (5); infantry drill (3).

Winter term: Analytical geometry and calculus (5); mechanics of materials, stresses, and roofs and bridges (5); hydraulics (4); German or Spanish (3); lectures on military science (1). Practice: Analytical chemistry (5); mechanical drawing (5).

Spring term: Calculus (5); lectures on English history, literature (2); roofs and bridges, by analytical and graphical methods, designing (6); German or Spanish (3). Practice: Work with testing machine, designing and field work (7½); mechanical drawing (2½); infantry drill (3); graduating thesis.

GRADUATES AND POSTGRADUATES.

It has been the policy of the board of directors in employing assistants, as far as practicable, to give the preference to alumni of this college. In pursuance of this policy the following have served the college in the capacities mentioned:

C. S. Miller, of class 1880, assistant professor of English, fall of 1882. (Mr. Miller entered the college in the fall of 1877, and was one of the first graduates in 1880, graduating in the school of English, school of Latin, and school of moral philosophy.)

W. B. Phillipott, class 1884, M. S., 1890, assistant professor of English, 1886 to 1892, made associate professor in 1892.

Duncan Adriance, class 1886, M. S., 1890, assistant professor of agriculture in September, 1886, assistant in chemistry and physics, 1887, assistant in chemistry and assistant chemist to station in 1888, associate professor in chemistry (station 91).

W. W. Ipprecht, class 1884, B. S. A., 1885, assistant in chemistry and physics, 1885-87, special chemist to agricultural experiment station, 1888 to 1890.

Jas. W. Carson, class 1886, B. S., assistant director experiment station, 1888.

F. E. Giesecke, class 1886, M. E., assistant mechanical engineering in 1886, instructor in drawing, 1888, associate professor of drawing, 1889, full professor, 1892.

H. Ness, class 1889, gardener in 1889, assistant in horticulture and botany, 1890.

Geo. Rogers, class 1887, assistant to secretary, February, 1888, to fall of 1889.

P. S. Tilson, B. S. A., 1888, appointed on geological survey, 1889, assistant professor of chemistry, 1890.

Jno. D. Fearhake, B. C. E., 1889, assistant in mathematics, 1889-90.

Paul Braun, B. M. E., 1888, assistant mechanical engineering, 1888-90.

E. W. Hutchinson, B. C. E., 1889, bookkeeper, July, 1889, promoted to bookkeeper and cashier (placed under \$10,000 bond), A. and M. C., experiment station and Prairieview, July, 1894.

J. M. Carson, class 1886, assistant professor of agriculture, 1890-94.

A. L. Banks, B. S., adjunct professor of mathematics, 1891.

F. C. Beyer, 1892, B. M. E., assistant engineer, fall of 1894, to spring of 1895.

Geo. Grupe, B. M. E., 1892, assistant engineer, 1895.

In addition to the foregoing alumni, the following have gained distinction since leaving the college:

L. F. Kopke, C. E., 1880 (first titled graduate), chief engineer Gulf, Beaumont and Kansas City Railway; G. H. Dugan, class 1881, stock raising; C. S. Graves, 1882, chief clerk auditor's department, railroad; Aaron Talbot, 1882, farmer; D. H. Watson, 1882, horticulturist; G. W. Roach, 1883, superintendent city schools; Gus. Giesecke, 1884, secretary and general manager San Antonio Gas Company; W. Whitaker, 1885, contractor; H. L. Wright, 1886, manager Palestine Water and Power Company; E. H. Whitlock, 1886, consulting mechanical engineer, Cincinnati, Ohio; R. H. Dietert, B. M. E., 1888, machinist Houston and Texas Central Railway shops; H. Ness, B. S., assistant professor of horticulture and botany (this college); W. M. Shirley, B. C. E., 1889, scientific agriculturist; D. Adriance, associate professor of chemistry, scientific agriculturist; E. H. Sauvignet, B. S. A., 1892, professor of modern languages, Laredo; C. C. McCulloch, post-graduate, 1890, surgeon United States Army.

Mr. N. O. Watson, member of class of 1883, worked one year at the nursery business, then took up architectural work. He was for several years a partner of Col. J. Larmour, of Austin, and has made a specialty of public buildings; has designed and put up numerous court-houses in various counties.

Many others might be mentioned, but this will give some idea as to occupations of the graduates of this institution.

FACULTY AND OFFICERS.

The following gentlemen have occupied positions in the faculty and other offices since the organization of the college.

First faculty.—Thomas S. Gathright, A. M., president, 1876 579;

Prof. Alexander Hogg, A. M., pure mathematics, 1876 to 1879; Prof. R. P. W. Morris, applied mathematics and military tactics, 1876 to 1879; John T. Hand, A. M., ancient languages and literature; C. B. P. Martin, D. D., chemistry, natural sciences, and practical agriculture, 1876 to 1879; William A. Banks, A. M., modern languages and literature, 1876 to 1879; D. Port Smythe, M. D., surgeon and professor of veterinary science, etc., 1876 to 1882; Gen. H. P. Bee, steward and farm superintendent, 1876 to 1877; Capt. George T. Olmstead, jr., U. S. Army, 1877 to 1881; L. L. McInnis, A. M., adjunct professor, 1877 to 1880, professor of mathematics, 1890; Capt. James E. Binckley, adjunct professor and assistant commandant, 1877 and 1878; Gen. L. M. Lewis, A. M., English language and literature, 1878 and 1879.

Second faculty (after reorganization).—John G. James,^a president, 1879 to 1883; James R. Cole, A. M., professor of English and history, 1879 to 1886; Charles P. Estill, A. M., ancient languages, 1879 and 1880; H. H. Dinwiddie, chemistry and physics, 1879 to 1887 (deceased); M. E. B. Gardner, modern languages, 1879 to 1883 (deceased); Charles C. Georgeson, practical and scientific agriculture and horticulture, 1880 to 1883; Franklin Van Winkle, mechanical engineer and drawing, 1880 to 1883; John W. Clark, adjunct professor of mathematics and languages, 1880 to 1881; Charles J. Crane, first lieutenant, U. S. Army, 1881 to 1883; Rudolph Wipprecht, professor of languages, 1883 to 1891; W. L. Bringhurts, acting professor of languages, spring of 1883, professor of physics during fall of 1883, professor of English, 1886 to 1893; Robert F. Smith, M. I., assistant professor of mathematics, 1882, adjunct professor, 1889, associate professor, 1891; C. S. Miller, assistant professor of English, fall of 1882; Walter Gillis, assistant professor of English, spring of 1883 to 1884; George W. Curtis, professor of agriculture, 1883 to 1893; R. H. Whitlock, professor of mechanics, 1883; Lieut. John S. Mallory, U. S. Army, military science, 1883 to 1886; B. Sbisá, steward, January, 1878; Capt. Emil Keller, farm superintendent, 1880 to 1882; F. M. Gilbert, foreman of shop, 1880 to 1881; A. Harbers, foreman of shop, 1881 to 1888; P. P. Allen, farm superintendent, 1882 to 1886; Gen. William P. Hardeman, agent board of directors, 1883 to 1888; J. D. Read, surgeon, 1882 to 1891; Lieut. Guy Carlton, United States Cavalry, 1886 to 1889; Walter Wipprecht, B. S. A., assistant in chemistry, 1886 to 1887, station

^a President James having resigned April, 1883, Prof. James R. Cole was acting president until June, 1883, when he was duly elected president. The board of directors, however, decided to discontinue the presidency the following July, and provided for resident director, then agent of the board, and authorized the faculty to elect from their number a chairman. The choice fell upon Major Dinwiddie, and he held the position until his death in 1887. Professor McInnis, vice-chairman, was then elected chairman by the board of directors, which position he held until the election of President L. S. Ross, 1890.

H. Ness, class 1889, gardener in 1889, assistant in horticulture and botany, 1890.

Geo. Rogers, class 1887, assistant to secretary, February, 1888, to fall of 1889.

P. S. Tilson, B. S. A., 1888, appointed on geological survey, 1889, assistant professor of chemistry, 1890.

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chemist, 1888 to 1890; F. E. Giescke, M. S., assistant professor of mechanics, 1886, professor of drawing, 1892; J. H. Alsworth, foreman of farm, 1886 to 1892; W. B. Phillpott, M. S., assistant professor of English, 1886, associate professor, 1892; Duncan Adriano, M. S., assistant in agriculture and horticulture, 1886, associate professor of chemistry (station), 1891; F. A. Gulley, M. S., professor of experimental agriculture and director of station, 1888 to 1890; H. H. Harrington, professor of chemistry, 1887; Thomas L. Brunk, adjunct professor of horticulture and botany, 1887; J. H. Kineally, adjunct professor of civil engineering and physics, 1887 (each made associate professors and full professors in 1889, when Professor Kineally resigned, and Professor Brunk resigned in 1890); George Rogers, assistant secretary, 1888 to 1889; J. F. Duggar, M. S., assistant professor of agriculture, 1888 to 1889; J. F. McKay, assistant professor of horticulture, 1888 to 1889; Lieut. William S. Scott, First Cavalry, U. S. Army, 1889 to 1890; C. K. Fuqua, special sugar chemist, 1889 to 1890; Mark Francis, D. V. M., associate professor of veterinary science in 1889, full professor in 1890; Paul Brun, B. M. E., assistant professor of mechanical engineering, 1888 to 1890; A. M. Guenther, assistant in mechanical engineering from 1888 to 1893; Rev. C. P. Fountain, chaplain, 1888 to 1890; Capt. T. M. Scott, agent of the board, 1888 to 1890; C. A. Lewis, foreman of shops, 1888; Charles Puryear, M. A., C. E., associate professor of civil engineering and physics, 1889, professor of mathematics, 1890; E. W. Hutchinson, bookkeeper, etc., 1889 to 1895; H. S. Jennings, assistant professor of horticulture and botany, 1889 to 1890; J. M. Carson, assistant professor of agriculture, 1889 to 1894; John D. Fearhake, B. C. E., instructor in mathematics and civil engineering, 1889 to 1890; John H. Carter, secretary, 1890; H. Ness, B. S., foreman garden, 1889, assistant professor of horticulture and botany, 1890; George Eberspacher, florist and landscape gardener, 1890; Lieut. B. C. Morse, U. S. Army, 1890 to 1894; S. A. Beach, B. S. A., associate professor of horticulture and botany, 1890 to 1892; J. C. Nagle, B. S. C., C. E., associate professor of engineering and physics, 1890, full professor in 1892; P. S. Tilson, B. S. A., assistant professor of chemistry, 1890; Rev. T. C. Bittle, chaplain and librarian, 1890 to 1892, professor of languages, 1892, and professor of languages and chaplain, 1894; E. E. Bramlette, A. M., professor of languages, 1891 to 1892; A. L. Banks, B. S., adjunct professor of mathematics, 1891; A. C. Gillespie, M. D., surgeon, 1891; R. H. Price, B. S., professor of horticulture and botany, 1892; D. W. Spence, B. S. C., C. E., assistant professor of civil engineering and physics, 1892; Rev. W. S. Red, A. B., chaplain, librarian, 1892 to 1894; J. H. Connell, M. S. C., professor of agriculture and director of experiment station, 1893; C. W. Hutson, professor of English and history, 1893; James Clayton, associate professor of agriculture (station), 1893;

Prof. Alexander Hogg, A. M., pure mathematics, 1876 to 1879; Prof. R. P. W. Morris, applied mathematics and military tactics, 1876 to 1879; John T. Hand, A. M., ancient languages and literature; C. B. P. Martin, D. D., chemistry, natural sciences, and practical agriculture, 1876 to 1879; William A. Banks, A. M., modern languages and literature, 1876 to 1879; D. Port Smythe, M. D., surgeon and professor of veterinary science, etc., 1876 to 1882; Gen. H. P. Bee, steward and farm superintendent, 1876 to 1877; Capt. George T. Olmstead, jr., U. S. Army, 1877 to 1881; L. L. McInnis, A. M., adjunct professor, 1877 to 1880, professor of mathematics, 1890; Capt. James E. Binckley, adjunct professor and assistant commandant, 1877 and 1878; Gen. L. M. Lewis, A. M., English language and literature, 1878 and 1879.

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 1887. Professor McInnis, vice-chairman, was then elected
 of directors, which position he held until the election of

1

R. T. Bray, assistant professor of mechanical engineering, 1893; William A. Banks, A. M., assistant professor of languages and English, 1894; George T. Bartlett, U. S. Army, professor of military science, 1894.

SALARIES OF PROFESSORS.

The salaries of professors were at first \$2,250 each and that of the presidents \$2,500 up to the election of President Ross, when the salary was made \$3,500. By subsequent action the pay of a professor was reduced to \$1,800 and eventually to \$1,500. In 1883 it was made \$1,800, and subsequently, \$2,000; and in 1888, when the agricultural experiment station was established, the salary of three of the professors was again raised to \$2,250 each and that of the director of the station was fixed at \$3,000.

This last increase was rather inopportune, since it had the appearance of a "division of the spoils," among at least a part of the faculty not connected with the station, from the Congressional appropriation, and brought down upon the heads of the board of directors and college authorities bitter denunciations from the press.

VALUE OF PROPERTY.

The latest inventory of the college and station property shows a valuation of \$403,353, including \$48,320 for 416 acres of land, and for the main college building \$100,000; mess hall, \$25,000; Gathright Hall, \$38,500; Pfeuffer Hall, \$11,500; Austin Hall, \$11,000; Ross Hall, \$20,000; Assembly Hall, \$27,500; and, additional, for equipments, \$53,167, including \$17,184 for the agricultural department.

BOARD OF DIRECTORS.

By legislative act, April 17, 1871, the management of the college was subject to the laws governing what is known as "An act to establish the University of Texas." Subsequently, March 9, 1875, the board of directors was made to consist of the governor of the State, lieutenant-governor, speaker of the house of representatives, and six directors, one to be chosen from each Congressional district. Under this act the first board of directors was as follows: Governor Richard Coke, president; Lieutenant-Governor R. B. Hubbard; T. R. Bonner, speaker of the house; and Hon. E. B. Pickett, of Liberty, First district; Hon. Charles De Morse, Clarksville, Second district; Hon. I. H. Graves, Collin County, Third district; Hon. B. H. Davis, Bryan, Fourth district; Hon. C. S. West, Austin, Fifth district; Hon. F. S. Stockdale, Sixth district; William Falconer, Bryan, secretary of board.

Of this board, C. S. West resigned and Hon. A. J. Peeler, of Austin,

was appointed November 13, 1876; B. F. Graves resigned and T. M. Scott was appointed November 29, 1876. The next election took place by the legislature March 10, 1879, at which time Hon. E. B. Pickett was reelected from First district; H. W. Lyday, from Second; J. K. Dixon, Third; J. W. Durant, Fourth; A. J. Peeler, Fifth, and George Pfeuffer, Sixth district.

H. W. Lyday resigned November 24, 1880. Speaker Guy M. Bryan succeeded T. R. Bonner. J. K. Dixon resigned November 24, 1880, and T. M. Scott was appointed his successor. B. H. Davis resigned and J. D. Thomas was appointed. J. D. Thomas resigned and W. R. Cavitt was appointed by Governor Ireland.

The act of March 9, 1875, was amended March 30, 1881, making the board to consist of five members, appointed by the governor of the State from different sections of the State. Under the new law the governor appointed Messrs. E. B. Pickett, J. G. Garrison, C. C. Wiggin, T. M. Scott, and George Pfeuffer, who was chosen president of the board. Subsequently, J. D. Thomas, W. R. Cavitt, George M. Dilley, and C. C. Garrett, A. J. Rose, J. D. Fields, John Adriance, J. B. Long, C. W. Bowman, David A. Paulus, L. L. Foster, and John E. Hollingsworth were appointed. Major Rose was president.

The board as now constituted are: F. A. Reichardt, president; William R. Cavitt, secretary; George C. Pendleton, F. P. Holland, Charles Rogan, and Jeff Johnson, ex officio, as State commissioner of agriculture.

DEATH OF PRESIDENT ROSS.

Since these data were furnished the president of the college at Bryan, ex-Governor L. S. Ross, died January 3, 1898, and it was not until in June, after several ineffectual attempts, that the board of directors finally selected Hon. L. L. Foster as his successor. Adj. Gen. W. H. Mabry at each meeting received the votes of three of the six members of the board up to about the time he was commissioned by Governor Culberson and served as colonel of the First Texas Regiment of Infantry in the late war with Spain, in which service he died in Cuba. As his corps commander, Maj. Gen. Fitzhugh Lee, characterized him, he was "a splendid citizen and soldier." His friends in the college were so determined in his behalf that he would probably have been elected president of the college had he not entered the volunteer army.

President Foster had been in the service of the State for many years, nearly up to the time of his appointment as president of the college. He had besides several years' experience as a newspaper editor and proprietor. In political service he had been a member of the legislature for several sessions, speaker of the house, and subsequently a member of the State railroad commission, in all which posi-

tions he had acquitted himself very satisfactorily as an able and indefatigable worker.

The following resolutions were adopted by the faculty January 11, 1898, touching the death of President Ross:

Sensible of our great loss, and that of the institution, in the death of President Lawrence Sullivan Ross, and believing that, great as he was in the field of war and in the halls of state, he was no less great as a college administrator, and probably even more useful in that capacity, we adopt the following resolutions:

Resolved, That while the State may justly mourn the soldier and the statesman, we alone fully know how much the moral worth of his character will be missed in every part of this school; how well qualified he was, in every way, to impress upon the youths intrusted to his care the beauty of a life consecrated to noble aims and high ideals;

That, while thanking God that he was spared to do so great a work here, we lament that he should have been taken from this work at a time when his efforts were meeting with such success;

That we wish to record our profound conviction that to the quiet influence of his presence and example have been largely due the successful united efforts of the faculty, the orderly and studious conduct of the student body, and the good reputation of the institution;

That to his untiring efforts and well-directed energy the college is largely indebted for the many material improvements that have taken place during his administration, making these seven years an unexampled period of continuous growth and prosperity;

That we have a high sense of regret, which will grow upon us day by day, for the loss of his genial presence and his wise and kindly counsel; and that in token of our sorrow for his loss and respect for his memory, in addition to the resolution already passed to wear the badge of mourning for thirty days, be it further

Resolved, That a page in our minutes be devoted to his memory, and that these resolutions be inscribed upon the minutes, and a copy of them be sent to the bereaved family, with the assurance of our heartfelt sympathies.

From minutes of meeting of board of directors, January 17, 1898:

Whereas Gen. L. S. Ross, the most worthy president of this college, departed this life on Monday, the 3d day of January, 1898, in the sixtieth year of his life; and

Whereas respect for the dead and regard for the living, as well as the emotions of our own hearts, require from this board of directors, who knew him best, an official expression: Therefore,

Be it resolved by the board of directors of the Agricultural and Mechanical College of Texas:

First. That we profoundly regret the death of Gen. L. S. Ross, the worthy president of this college.

Second. That his death is an irreparable loss not only to the college but to the people of the entire State.

Third. That the character of General Ross is a model which we gladly commend to the emulation and imitation of the students of this college and the young men of the State.

Fourth. That we gladly, yet mournfully, lay upon his grave the tribute of our profound respect, admiration, and love by expressing our opinion that his character happily combined those elements which constitute the good man, the good citizen, and the wise, honest, and conscientious public servant.

Fifth. That in every position and relation of life he was loved, honored, and trusted, and that his departure has left in our hearts a grief which time can not efface.

Sixth. That the secretary of the board be instructed to forward to Mrs. L. S. Ross and her family a copy of these resolutions, and to tender to her, in the name of the board of directors, our sincere sympathy in her great affliction and our best wishes for her future happiness.

Seventh. That a copy of these resolutions be spread at length on the minutes of this book.

GEORGE C. PENDLETON,
CHAS. ROGAN,
W. R. CAVITT,

Committee.

ELECTION OF PRESIDENT FOSTER.

[From report of directors to the governor.]

On the 3d of January, 1898, the president, ex-Governor L. S. Ross, under whose wise, conservative, and judicious administration the college had continually grown in usefulness and popularity since his inauguration on the 2d day of February, 1891, was suddenly called to his reward. After his death the administration of its affairs devolved on Prof. R. H. Whitlock, who was elected president pro tem., and who conducted the institution with eminent satisfaction to the close of the session.

In June last the Hon. L. L. Foster was chosen president of the college, and assumed charge of the office on July 1.

Notwithstanding the changes through which the institution passed during the session and the excitement in the public mind incident to the war with Spain, which manifested itself in the college, good order and discipline were maintained among the students, and the year's work was eminently successful.

The present session opened with a larger attendance than ever before, and many students were turned away for lack of dormitory room to accommodate them. The enrollment to the date of this report has reached 391, which exceeds the number matriculated during any previous year in the history of the college. Some of the number failed on entrance examination, but many were turned away because they could not be accommodated. We have no means of knowing how many contemplated entering the college but were kept away by the president's announcement, made through the daily papers on the opening day, that the college was then full and unable to accommodate any additional students, yet we know of many more who would have come but for this notice. For the fifth time in succession the president has been compelled to publish a similar announcement at the beginning of the session. The urgent necessity for the enlargement of the facilities of the college and its thorough and complete equipment for the work in which it is engaged can hardly be more forcibly presented than by stating these facts. That those who have been turned away from the college are as much entitled to share in the benefits it confers, as those who are here, is an incontrovertible fact. They pay taxes to support the institution, and it is their right, in common with others, to enjoy its educational advantages.

COLLEGE TAX SUGGESTED.

We beg to call your special attention to the suggestion made in the president's report that a certain portion of the taxes levied for general revenue purposes annually be set apart for the support and maintenance of this college. A fixed income is, in our opinion, necessary to the steady growth of the college, and if provided by the means suggested would settle the question of appropriations permanently. We therefore endorse the suggestion and commend it to the favorable consideration of the executive and legislative authorities as a satisfactory solution of the problem of maintaining the institution and providing for its future growth and develop-

President Foster's suggestion referred to is as follows:

The present method of securing the means necessary to the maintenance of the college, to say nothing of betterments, is unsatisfactory, alike to the board of directors and the legislature. It is distasteful to the members of the faculty and board of directors to be compelled to appear before the legislature and beg for an appropriation with which to maintain the college, and about which there should not be a doubt. It is also distasteful to the legislature to have them there. The solution of the problem lies in levying a tax for the support of the college and eliminating it as a legislative issue for all time to come.

STUDENT LABOR FUND.

President Foster makes this reference to the matter of appropriations for the student labor fund:

The student labor fund, when judiciously used, is not only helpful in individual cases, when work is necessary to supplement the means of the student to enable him to remain in the college, but dignifies labor in the estimation of the student body, on account of the readiness with which students of all classes and conditions take advantage of it and endeavor to earn a part of the money expended by them in college. It acts as a stimulus to work, and breaks down the line of demarkation usually visible in colleges between students who are compelled to partly work their way through and those of ample means. These results, in my judgment, more than offset any objection, from an economic standpoint, to the employment of student labor, and fully justify a continuation of this appropriation.

PRESENT ADMINISTRATION.

L. L. Foster, president; R. H. Whitlock, M. E., professor of mechanical engineering; H. H. Harrington, M. S., professor of chemistry and mineralogy (chemist to experiment station); Charles Puryear, M. A., C. E., professor of mathematics; Mark Francis, D. V. M., professor of veterinary science (veterinarian to experiment station); F. E. Giesecke, M. E., professor of drawing; J. C. Nagle, M. A., C. E., M. C. E., professor of civil engineering and physics; R. H. Price, B. S., professor of horticulture, botany, and entomology (horticulturist to experiment station); T. C. Bittle, A. M., Ph. D., professor of languages; J. H. Connell, M. Sc., professor of agriculture (director of experiment station); C. W. Hutson, professor of English and history; First Lieut. George T. Bartlett, Third Artillery, U. S. Army, professor of military science and commandant of cadets (ordered to join his regiment April 9, 1898; C. C. Todd appointed to fill out unexpired term); Robert F. Smith, associate professor of mathematics; W. B. Philpott, M. S., associate professor of English and history; P. S. Tilson, M. S., associate professor of chemistry (associate chemist to station); A. L. Banks, A. B. M. S., adjunct professor of mathematics; H. Ness, B. S., assistant professor of horticulture and botany; D. W. Spence, B. Sc., C. E., assistant professor of civil engineering and physics and drawing; A. M. Soule, B. S. A., assistant professor of agriculture; H. W. South, assistant professor of English and his-

tory, and languages; C. E. Burgoon, B. M. E., assistant professor of mechanical engineering; E. W. Kerr, B. S., assistant professor of mechanical engineering; J. A. Baker, assistant professor of commercial arts;⁴ Professor Puryear, secretary of the faculty, and librarian; Professor Bittle, chaplain; A. C. Gillespie, M. D., surgeon; J. A. Baker, secretary; J. G. Harrison, A. B., bookkeeper; B. Sbisá, steward; C. A. Lewis, foreman of the carpenter shop; H. C. Kyle, B. S., foreman of the farm; G. Eberspacher, florist.

COLORED BRANCH SCHOOL.

The constitution of 1876 authorized and directed the legislature to establish an agricultural and mechanical college for the benefit of colored people, and the fifteenth legislature passed an act to establish the college.

The management of this institution was placed in the hands of the board of directors of the Agricultural and Mechanical College at Bryan. In pursuance of this provision the board of directors met at Austin, November 17, 1877, and after full discussion with commissioners, consisting of J. H. Raymond, Ashbel Smith, and J. D. Giddings, passed the following:

Resolved, That this board at its next regular meeting in January elect a president of said agricultural and mechanical college, and that the college be organized and put in operation at the earliest practicable moment thereafter.

At Austin, June, 1878, the commissioners to locate the college made final report, and the board of directors was authorized to prescribe the course of study, etc., and the president of the college at Bryan was also made president of this branch. Capt. T. M. Scott organized the industrial department at this school. After one year's trial as an agricultural college, it was not considered a success, and the normal feature was engrafted. Rules and regulations governing Sam Houston Normal Institute were adopted for the school. L. W. Minor was elected principal, and an assistant and a matron were provided.

The institution is located on a large tract of well-improved land, and is fairly well equipped. The original purchase was for \$20,000, for the property known as the "Alta Vista," and about 7 miles from Hempstead. The school is well patronized, and has done much to elevate the educational standard among the colored race in Texas.

⁴ Discontinued.

Chapter XI.

NECROLOGY.

DEATH OF HON. ASHBEL SMITH.

At the first meeting after the appointment of the board of regents of the university, which was held at Austin, November 14, 1881, Dr. Ashbel Smith was unanimously elected president of the board, and continued to serve in that responsible capacity till the day of his death, January 21, 1886, which occurred at his home near the city of Houston. Under the action of the regents and the State authorities, his remains were brought to Austin and interred the next day with high civic and military honors in the State cemetery, the funeral procession being one of the largest and most imposing ever witnessed at the State capital. The following references to his death and services are taken from the regents' report:

The university in a large measure owes its present degree of prosperity to Dr. Smith's unwearied exertions and never flagging interest, and to his enthusiasm for classical learning and his abiding faith in liberal education. In recognition of his eminent services the board of regents unanimously adopted the following resolutions:

UNIVERSITY OF TEXAS, *January 29, 1886.*

Whereas in the fullness of his years and in the ripeness of his wisdom and experience our beloved and venerable president, Hon. Ashbel Smith, has been called to his eternal rest and reward; and

Whereas in his death we recognize that not only our university, but our State, has sustained a great if not irreparable loss; thereupon

Resolved, 1. It is impossible within the scope of these resolutions to do justice to the faithful and distinguished services of Ashbel Smith rendered to Texas since the foundation of her government, as soldier in the war for independence, as her minister to foreign countries, as legislator, and as citizen; their record will be found upon the illustrious pages of her history.

2. He was one of those who incorporated the university, and the energies and wisdom of his last years were devoted almost exclusively to the organization and successful inauguration of our university, in the welfare of which we can truly say he took a deeper pride and interest than any other citizen of Texas, and the present prosperity and success of the institution is largely due to his disinterested and noble efforts. Indeed, it may well be said of him that he was, so far as the practical inauguration of the institution is concerned, the "father of the University of Texas."

3. He was permitted and blessed with life to see for three years the fruition of his patriotic ambition in looking forward to a Texas university of the first class, and far better and more enduring than marble or brazen shaft this university will always stand as a monument to the high and noble aims of Ashbel Smith.

The faculty of the university on the 22d of January, 1886, met in their room and took the following action:

JANUARY 22, 1886.

Pursuant to adjournment the faculty assembled at 4 o'clock p. m. Present, Dr. Waggener, chairman of the faculty, and Professors Everhart, Macfarlane, Tallichet, Humphreys, Gould, Roberts, Dabney, Halsted, and Lane, and Instructors Garrison and Gompertz; also, Regent T. D. Wooten, A. P. Wooldridge, secretary of the board of regents, Gen. H. P. Bee, General Roberts, representing Adjutant-General King for the State, and, as a committee to represent the students, Messrs. A. A. Little, J. L. Storey, P. B. Bailey, H. K. White, and W. H. Younger.

The following report of the committee on resolutions (Professors Roberts, Dabney, and Waggener) was unanimously adopted:

"Whereas the members of the faculty have been informed of the death of Col. Ashbel Smith, president of the board of regents of the University of Texas from its organization to the date of his death, on the 21st of January, 1886, which is to them the cause of serious regret and sorrow.

"Whereas Colonel Smith, had been for nearly half a century a distinguished citizen of Texas, ever ready to promote her best interests with signal ability and disinterested patriotism in the many responsible positions which he has occupied, as a learned physician, as minister to the courts of England and France from the Republic of Texas in a most important period of its history, as a legislator in the councils of his State, as a soldier in the service of his country, as an erudite scholar and promoter of education, as a man of high sense of honor and exalted principles in thought and action, ever philanthropic in his efforts to elevate the society in which his destiny was cast, setting the rare example of a lifetime of work for the public good, without seeking its merited return in high offices of honor or profit.

"Whereas his diversified learning, his devotion to the higher education, and his extensive information in regard to the colleges and universities of Europe and America preeminently fitted him for the presidency of the board of regents of the university of this State, to which position he has given his almost constant attention, well-directed efforts, and great influence, which by the cooperation of his associates in the regency, have placed the university from its origin upon a high standard, and made it practicable for this institution to become what the State in its constitution has ordained it shall be—'a university of the first class;' therefore, be it

Resolved, That in the death of Col. Ashbel Smith the State has lost one of its most distinguished citizens; education one of its most intelligent votaries; society one of its most urbane and high-toned Christian gentlemen; science one of its earnest workers; humanity a good man and true among his fellows, and the University of Texas one of its earliest, most ardent, and devoted benefactors, whose useful labors for its benefit and whose thoughtful and courteous demeanor toward the members of the faculty will ever be held in most grateful remembrance by them."

Dr. Smith was born in Hartford, Conn., August 13, 1806, and was graduated from Yale College in the academic department in 1824. He subsequently practiced law in Salisbury, N. C., but returned to Yale and graduated in the medical department. He extended his studies in surgery in France, and practiced medicine several years in Salisbury. He never married.

In June, 1837, he arrived in Texas, and was soon after appointed surgeon-general in the Texan army. In December, 1838, he resumed the practice of medicine in Galveston. In February, 1842, President Houston appointed him minister to Great Britain, and later to F. e.

In 1845 he was appointed secretary of state by President Jones. He served in the army of General Taylor in Mexico, and was colonel of a regiment in the Confederate war. He was in 1882 president of the State Medical Association, and had served several sessions as a member of the State legislature prior to his appointment as a member of the board of university regents.

The crowning aim of Ashbel Smith was to promote the success of the University of Texas.

In the course of an address, which was a splendid tribute to the deceased, Dr. A. G. Clopton, of Jefferson, said:

Over two years ago we met upon the train between Fort Worth and Austin, and in the course of our varied conversation the State University was discussed. His face and language expressed the deep interest he felt in the future of the institution. He then thought the destiny of the university hung in the balance. A bill was before the legislature, drafted and introduced by a professed friend of the university, which, if passed, he thought would seal its doom. Though declared for the promotion of higher university education, within its provisions was hidden the fatal emblem of its purpose. Its effect, as he conceived, would be to turn over the institution to the direction of political demagogues, a class the most unfitted of all men for so high a responsibility. How well I remember the emphasis with which he declared that he feared the ill-advised interference of the friends of the university more than the machinations of its enemies. The bill failed and the university came out of the contest stronger than before. It was in the discussion of this bill that he opened to me a full realization, such as I had not thought of before, of the importance of the university as an agency in the great work of State progress. With the vision of a seer he unfolded to me the future possibilities of our State and the important work which the university would perform in realizing these great possibilities, until my imagination shrank before the magnitude of his rational deductions. Texas was destined to become the greatest State in the Union in population, material prosperity, and political influence. This high position among the union of States required the highest order of education among the people to achieve and maintain. A virtuous and enlightened population was positively necessary to the fulfillment of its destiny, and he depended upon our public schools and the highest standard of university education to prepare the rank and file and leaders for the work. The resources of the State, its climate, its fertile soil, the mineral wealth embedded beneath its surface, its broad area, and various undeveloped industries he dwelt upon, and declared it was the especial duty of the present to prepare and discipline the succeeding generation for this work. He impressed upon my mind an idea of which I had not before thought—that the university, if it reached the high standard it ought to, would be the strongest link in the chain to hold the State intact and undivided.

I asked him what he thought of the provision in the organic law providing for the coeducation of the sexes. It was a subject about which I had thought and was interested. I knew that the female schools of the State in their curriculum and requirements fell far below what would be necessary to enter a university. The female seminaries even were not high enough for such preparation, and I was uncertain as to the result, whether the university standard would be lowered to suit the schools or the preparation of the schools raised to answer the demands of a university. The earnestness of his response gave evidence that the interest was mutual. "Why, sir," he replied, "our fathers in providing for the coeducation of the sexes were

* Senator Pfeuffer.

wise beyond their generation, and but recognized a law of creation that will sooner or later be of universal recognition."

If the disembodied spirit can look down upon the earth and take interest in the affairs of men, I know that the spirit of him whom we commemorate to-day looks down upon these ceremonies and approves every word I have spoken and every sentiment I have avowed. When the names of your statesmen, your Senators, your governors and generals shall be forgotten by men, his name will be remembered and indissolubly connected with our State University.

Colonel Smith was especially earnest and instrumental in getting the people of the State to vote for locating the medical branch of the university at Galveston.

Dr. Smith was never married, and had but few immediate relatives. A brother, a practicing physician, lived in Houston.

DR. LESLIE WAGGENER.

Judging from an expression of Dr. Waggener while sick in his bed at Austin, that he hoped justice would be done him in the future history of the university, he was evidently disappointed at not being tendered the presidency of the institution, but he was too heroic to indulge the bitterness of his feelings on account of any break in his aspirations. Being in protracted bad health at the time, consequent doubtless upon his drastic dual services as professor and ad interim administrator of university affairs, he repaired, as soon as he was able, to Manitou Springs, Colo., where he died August 19, 1896, at the age of 55 years. His remains were brought to Austin and interred with great honor and respect on the part of the officers and students of the university and the citizens generally. To do him the justice he desired, the writer feels that he can not better do so, as promised, than by here adding the resolutions adopted by the university regents.

The regents, faculty, and students all attended the memorial exercises in a body. The resolutions as adopted by the regents and read to the assemblage were as follows:

AUSTIN, October 30, 1896.

Since the last meeting of the board of regents of the University of Texas the institution has suffered a most grievous loss in the death of Dr. Leslie Waggener. The board desire to record their great sorrow over this affliction and their profound appreciation of the inestimable services rendered by Dr. Waggener to the institution which he so ardently loved.

From the foundation of the university until his death Dr. Waggener gave to its organization and development all the powers of his unusual strong mind and character. For thirteen years as professor of English, by his scholarship and learning, by his masterly grasp of the spirit of English literature, and his power of clear, forcible, and brilliant presentation, he raised the school of English in the university to a very high plane of popularity, excellence, and power.

As chairman of the faculty for ten years he conducted the executive business of the university with wisdom, prudence, and absolute devotion to the true

had accepted. Never swerving from his conception of duty, merging all regard for self in the general welfare, bravely facing every attack upon the institution, firm and bold, while at the same time tender, sympathetic, and modest, he bravely bore the burdens of executive responsibility during the period of stress and storm that marked the early years of the university.

His gracious acceptance of the office of president ad interim, after having laid down for one year the cares of the executive office, showed his unselfish willingness to spend himself in the service of the institution wherever its welfare might demand.

His death was most untimely, for the regents, relying upon the richness and fullness of his experience and culture, had formed strong hopes, not only of his masterly development of the school of English, but also of his invaluable aid in shaping the policy, protecting the interests, and guiding the administration of the university. *Dis aliter visum.* An organic weakness, which for years added the heroism of suffering to the nobility of arduous duties bravely and zealously performed, ultimately caused his sudden and premature death.

He was a man of strong, pure, and lofty character; of vigorous, clear, and comprehensive intellect; of high and inspiring ideals; of modest, unselfish nature, and of absolute devotion to duty.

As a testimonial of appreciation of his services and of regard for his memory, it is *Resolved.* First, That the board approve of the action of the faculty in setting apart Saturday, October 31, for public exercises in the university chapel in his memory.

Second. That the board will attend these exercises in a body.

Third. That the board authorize a suitable marble tablet to be placed in the wall of the university chapel in perpetual commemoration of his services to the institution.

Respectfully submitted.

WILLIAM L. PRATHER,

Chairman.

F. W. BALL.

R. E. COWART.

THOMAS D. WOOTEN.

The faculty adopted appropriate resolutions and published an elaborate memoir of the deceased.

Dr. Waggener was a great student, as well as teacher, but he was too devoted to the immediate duties of his professorship and the administration of the affairs of the university to divert his work to writing books to any considerable extent. He, however, wrote one, *An Analysis of the Sentence*, for the special benefit of his classes. This he enlarged for a future edition, and it is said that after he resigned the chairmanship of the faculty he contemplated devoting some of his time to writing other texts. His addresses and lectures were numerous and always excellent. For two years he was president of the State Teachers' Association. It was at his suggestion that the regents authorized affiliation of the university with the public high schools.

GOV. L. S. ROSS.

Governor Ross, whose executive action affecting the university has already been noticed, and who was for several years president of the Agricultural and Mechanical College at Bryan, died at the president's home at the college January 3, 1898. An extended sketch of him is

presented in the chapter particularly detailing the history of the college.

The board of regents of the university took official action on his death as follows:

Whereas official notification has been given the board of regents of the University of Texas of the death of Lawrence Sullivan Ross, late president of the Agricultural and Mechanical College of Texas, therefore be it, by this board in annual session assembled,

Resolved: First. That we deplore the death of this honored citizen of Texas as a public calamity to the State which, from his boyhood to his death, he has so nobly served as a ranger, a soldier, a citizen, a legislator, a chief executive, and an educator.

Second. That in his death Texas lost one its first citizens; the cause of education a great moral and intellectual force; our sister institutions a wise, faithful, and efficient president; and his family an affectionate husband and father.

Third. That this board tender to the directors of the Agricultural and Mechanical College and to the family of the deceased our sincerest sympathy in their irreparable loss; and as an expression of our appreciation of his noble character and distinguished services it is ordered that the foregoing preamble and resolutions be spread upon the minutes of the board of regents, given to the press of the State, and copies thereof, under the seal of the university, be transmitted to the family and the board of trustees of the Agricultural and Mechanical College.

The Austin Statesman paid this marked tribute to the character of the deceased:

General Ross was one of the purest and bravest men that ever drew sword in behalf of Texas, and he was one of the most impersonal and unselfish governors that ever administered the affairs of state. He was also, in private as well as in public life, a model for the youth of the land. He was, indeed, cast in a heroic mold. Perhaps no man in this State has ever been more loved and honored by his fellow-citizens than the late Gen. Sul. Ross, and the people of the State will regard it as an honor to be permitted to contribute to a monument that in brass or marble will longest perpetuate his memory.

GOV. O. M. ROBERTS.

Full tribute is justly due here to Governor Roberts, not only as one of the first law professors of the university, but also as one of the most earnest and efficient promoters of its success, as has been abundantly shown by the record already given, which in itself is a marked tribute to his high character as a statesman and executive officer.

Hon. Oran M. Roberts was born July 9, 1815, and died at his home in Austin, Tex., May 19, 1898, aged nearly 83 years. At the time of his death he was president of the Texas State Historical Association, and had but lately contributed an article of some 300 pages to a recently published history of Texas.

At a meeting of the university regents, September 30, 1898, the following resolutions were presented by Regent Bryan and adopted by the board:

Whereas the distinguished citizen, jurist, and statesman, Oran Milo R has passed from his earthly career, ripe in years and rich in honors; and

Whereas he was intimately associated with the University of Texas, not only as one of its earliest and warmest friends and founders, but also for ten years as its senior professor of law:

Therefore, the board of regents of the University of Texas, as a fitting but feeble testimonial to his memory, desire to record their deep sense of sorrow, in common with the students, officers, and friends of the university everywhere, that he is no more.

His name was a tower of strength to the young and struggling university. He brought to the office of senior professor of law the educated mind of a graduate from the University of Alabama and the large learning and experience of more than fifty years' practice at the bar and on the bench. His love for the university was almost fatherly in its depth and sincerity. Among his last words were remembrances of the beloved institution. His professorship in the university in his chosen field of law, wherein he had previously acquired distinguished eminence, was a fitting crown to his long public career, so intimately connected with the history of Texas. His name and fame are inseparable, not only from the university, but also from the State of Texas.

Appropriate resolutions were also adopted by the faculty of the university.

REV. ROBERT L. DABNEY.

Dr. Dabney occupied the chair of philosophy and political science in the State University for several years up to about five or six years ago, when his sight became so badly impaired as to compel him to retire from the work unless provided with an assistant, which was done by the regents dividing the duties and salary of the chair, and retaining him a couple of sessions in this semi-emeritus capacity. After remaining a while with his family in Austin, he went with Mrs. Dabney to his former home in Virginia. Returning soon after to Texas he lived with his son in Victoria, where he died January 3, 1898, aged 78 years, his wife surviving him. He left several children, one of his sons being, like himself, a prominent educator, and lately president of the State University of Tennessee.

Dr. Dabney was born near Richmond, Va. During the Confederate war he served upon the staff of Gen. Stonewall Jackson, and wrote the history of the life and services of that distinguished officer. He was one of the most philosophic writers of the country, and the author of several theological and philosophical works, among them being one particularly remarkable as a criticism of the sensuality of the Nineteenth Century. He received the degree of Master of Arts from the University of Virginia in 1842; studied divinity in the Union Theological Seminary of Virginia, and was ordained a minister in the Presbyterian Church in 1847. He was professor in that seminary (except for an intermission while on General Jackson's staff) from August, 1853, to July, 1883, during which year he was elected to the chair accepted by him in the University of Texas, prior to which appointment he had but recently retired from teaching on account, as he stated in a published

communication, of not being further as serviceable as he desired to the institution he was serving. His reputation as a profound scholar and teacher of philosophy was such that this declaration had no effect upon his appointment to the chair in the Texas University. In cooperation with Rev. Dr. R. K. Smoot, he conducted a divinity school in Austin.

Dr. Dabney was a man of fine presence and of large stature, as shown is a full-sized portrait of him which was presented by his friends to the university in a public address by Mr. T. W. Gregory, who was selected to make the presentation. His remains were interred in Virginia.

Appropriate resolutions on his death were adopted by the faculty of the University of Texas, expressing their sentiments as follows:

Dr. Dabney's numerous and valuable publications, mainly, but not exclusively, were of a theological or religious nature; his prominence for many years as a theologian, preacher, and instructor; his close connection during the civil war with Gen. Stonewall Jackson, as his chief of staff, and his subsequently widely circulated biography of that distinguished general, have all united in making him known and respected in the United States, though, perhaps, more especially so in the South.

Without undertaking to do more than thus allude to Dr. Dabney's general career, the faculty desire to testify to his usefulness as one of the original professors who organized the university in the fall of 1883. Dr. Dabney's mature age, enlarged experience, and sound judgment enabled him then and afterwards to make many useful suggestions.

In the discharge of his duties as professor of philosophy and political science he was uniformly diligent, competent, and successful, being well fitted for the position by the wide scope and thoroughness of his attainments, and greatly aided by a **memory of truly wonderful tenacity.**

It is also desired to bear witness to his inflexible uprightness as a man, and to his indomitable force of will, which enabled him, when stricken with complete blindness, and often when also suffering most acutely from disease, to continue to work, to investigate, and to write despite all difficulties. The latter part of his life, though spent in darkness and often in suffering, served to show the true worth of the man.

ROBERT S. GOULD,
GEORGE BRUCE HALSTED,
FREDERICK W. SIMONDS,
Committee.

SIR SWANTE PALM.

Sir Swante Palm, elsewhere noticed in this volume, died recently at his home in Austin. He was 84 years of age. The funeral services were very properly conducted from the auditorium of the State University, as an institution which he so well loved, and materially befriended by presenting it with his library of several thousand volumes, many of which are of important historic interest and can not be duplicated.

Sir Swante Palm was born January 31, 1815, at Basthult, Sweden. He came to Texas in 1845, and first settled at Lagrange. In 1849 he went to the Isthmus of Panama. From there he returned and settled

in Austin in 1850, and that has been his residence ever since. He married in 1851, and his wife preceded him in death nineteen years. He was a man noted for his literary tastes, which led him to the collection of the fine library which he finally donated to the University of Texas. For forty years he acted as consul for Sweden and Norway, and in recognition of his faithful services as such and his generous gifts to literary institutions, and of his own literary attainments, he was decorated by the King of Sweden with the order of knighthood.

Chapter XII.

APPENDIX.

INCREASED LAND REVENUES.

In their report, just presented to Governor Sayers, the regents state:

It is gratifying to report an increase in the income from university lands since our last statement. This increase has made possible the construction of the east wing of the main building at a total cost of \$38,642 and the repair of the foundations and walls of the auditorium. But for this timely addition to our resources we would not have been able to complete the main building, since the constitution of the State forbids appropriations from general revenue for university buildings. It is the evident intention of the constitution, as well as a plain necessity, that the available university fund be applied, in part at least, to the permanent upbuilding and development of the institution. If not, the university might remain forever in its present undeveloped condition, failing to keep pace with the growth of the State and the constantly increasing demand of our people for higher education.

The regents argue that "the constitution did not contemplate an undeveloped and imperfect university, for it clearly commands otherwise." It says:

"The legislature shall, as soon as practicable, establish, organize, and provide for the maintenance, support, and direction of a university of the first class." To carry out this mandate by providing for the gradual upbuilding of the university the board recommend that the income from land leases be devoted to the erection of buildings and other permanent improvements, at least until the pressing necessities of the university in this direction are supplied. The board have followed this policy during the past two years, and thereby have completed the main building, according to the original designs, and have begun the work of gradually improving and beautifying the university campus. The policy is desirable, not only because it seems to afford the only means of supplying the university with necessary buildings, but also because the income from land leases being dependent upon seasons and upon the prosperity of the live-stock interests of the State is quite variable from year to year and liable to material decrease. It can not be relied upon therefore to meet the regular running expense of the university.

They add:

Too much emphasis can not be laid upon the necessity of adopting a permanent policy which will assure not only the existence of the university, but also its continued growth and development. With the confidence inspired by this policy of steady development through revenue from fixed sources, private philanthropy with gifts and bequests would come to the aid of the State, and in a few years our people would enjoy the inestimable benefits of a "university of the first class," as contemplated by its founders and the founders of Texas.

SUGGESTED IMPROVEMENTS.

In his argument before the legislative committee Regent Prather presented statistics contrasting the great disparity of income from the productive resources of the University of Texas with those of other leading universities of the country. The attention of the committee was also called to the subject of establishing a school of bacteriology in the medical department at Galveston, and the suggestion that it might be of great benefit in the discovery of means for exterminating the boll weevil and other cotton pests, and poisoning prairie dogs so as to make them self-destructive by their spreading the poison with which they are inoculated.

President Winston read a number of interesting statements of students who had sustained themselves by means earned by their personal efforts while students of the university, and urged that the boys' mess hall be enlarged for the further accommodation of cheap boarding and lodging for such students.

FEDERAL EDUCATIONAL GRANTS.

As has been stated, Texas received 180,000 acres under the act of Congress granting lands for agricultural and mechanical colleges; but under the terms of the grant it all went to the Agricultural and Mechanical College, and so was of no general benefit to the university, as it would have been if given for the common benefit of all branches of the main institution; and being for all the States alike it is not to be counted in the consideration of further grants to Texas any more than to other States where the grants are for State universities.

Alabama is the first and so far, perhaps, the only State that has acknowledged and put into effect the Federal act of 1847 making it mandatory for States which received their portion of the proceeds of unreclaimed public lands to pay that sum to their State universities, which was done by the State granting a certificate of indebtedness to the amount of \$2,000,000, and providing for the payment of an annual interest of 3 per cent on that sum to the University of Alabama. As the first State to remedy a wrong against her university, Alabama has set a precedent for other States to do justice where they have either diverted lands or funds from their university endowments, as has been the case with Texas, Maryland, and some other States. Even an escheat law like the Yeater act of Missouri, by which the university of that State lately secured final judgment for \$23,023 against the Conley estate, might serve as some measure of justice to the University of Texas.

CHURCH AND STATE SCHOOLS.

In a baccalaureate sermon at the June, 1899, commencement of the Texas University Rev. Dr. Moore, in effect, contended that it was idle

for the denominational colleges to array themselves against the university as long as the State wisely and liberally provided for it. The churches should rather cooperate with the State by making their colleges adjuncts or feeders to the university. In these times of great educational progress and grand developments it requires millions of money to establish and maintain great educational institutions. Being a question of the survival of the fittest and best endowed of the establishments for higher education, the church colleges should correlate their courses of study so as to make their schools serve as feeders for the university, and so maintain a harmonious relation between the church and the State in general educational work. Each denomination might thus perpetuate its colleges as adjuncts to the university. Higher education must be more and more directed and even monopolized by the State universities. Even the public high schools were extending their curricula till they seemed likely to supplant the church colleges, and the final order of things might be county academies, city high schools, and the State University. "In England," he declared, "the colleges which a generation ago were important factors in higher education are now only feeders to the great universities of that country, and such is the destiny of the denominational colleges of America."

THE STATE AND SCIENCE.

A recent address by Prof. Thomas U. Taylor, of the State University, as president of the Texas Academy of Science, presents some very suggestive and interesting reflections upon the important subject of the duty of the State in relation to science. In the course of his address he says:

In an age so fruitful in development, both in empire and material wealth and prosperity, the attention that the State should pay to science is a question of gravest import and should in a large degree be measured by the benefits derived from science, both in culture and material advancement. Upon the proper decision of this question the rank of the commonwealth or nation among the sister sovereignties of the earth will depend. To the thoughtful observers of the trend of events in the last century no statement of facts or arguments in favor of generous State support is necessary. Such conclusion follows as the night the day, and for him who doubts, a glance at the map of the nations of the earth and the order they occupy in importance and influence will convince the most skeptical that permanent national prosperity, whether as to civic or material affairs, is absolutely impossible without a broad and underlying interest in and support of scientific training and research.

Jefferson is cited as saying

Some good men, and even men of respectable information, consider the learned sciences as useless acquisitions, some think they do not better the condition of men. Others that education like private and individual concerns, should be left to private individual effort, not reflecting that an establishment embracing all sciences which may be useful, and even necessary, in the various avocations of life, with the buildings and apparatus belonging to each, is far beyond the reach of individual means and must either derive existence from public patronage or not at all."

But notwithstanding Jefferson so ably presented the claims of science, in connection with the claims of other branches, its admission to the schools of the South was slow. It had to fight its way to an uncertain footing in our early schools, and it did not receive the scant courtesy generally accorded the poor relation. It was admitted as an experiment, and its pushing its way to a seat at the first table is one of its loudest advocates.

Although science has held the world spell-bound by its phenomenal strides, we have not even yet realized its power and utility. We are still partially stupefied, and the educational world is not absolutely certain as to the place the new guest should occupy at the banquet. You may call its progress the march of civilization or manifest destiny, but I call it the march of science.

The ports of Japan were thrown open to the world a few years ago and the Japanese were brought in contact with the nations of the earth, and she measured them with an accuracy that was surprising. The cause of the greatness and importance of each nation was quickly seen, and every advantage was taken of it for self-improvement. Her brightest young men were sent into the universities of the world—to Germany for the study of science, and especially military science; to England for law; to America for engineering, and to nearly every leading country of the world for some special scientific branch of study. Not only this, but the Government established a royal university and called to its important chairs able teachers from the best technical schools of the world. It was my pleasure and profit to work with one of the foremost bridge engineers in America a few years ago, who was one of the original professors called to this university. For a quarter of a century Japan trained her men in the best scientific schools of the world, and not only trained them thus, but maintained the royal university of her own just alluded to, and this very appreciation of the scientific basis of a country's greatness changed Japan from an indefinite and unknown little power of the eastern barnyard into the game cock of the Orient. Her experience is so recent and emphatic, against odds of eight to one, in proportion, that it points with no uncertainty to the deep meaning of the success of Japan and the failure of China.

I would not be understood as intimating that our State has done nothing for science. It has done much, and yet I can not say that the fatted calf has been killed. The State has performed part of its duty to industrial education in partially equipping and maintaining the Agricultural and Mechanical College; it has established and partly equipped a medical department at the university at Galveston, and has established the main university at Austin. But one of the foremost and most brilliant factors or subjects, the one that has contributed as much as any other to civilization, to the material wealth and comfort of the people, namely, electricity, is still without home within the borders of Texas. A biological station should be established on our coast. The harvest is ripe, and reapers are needed.

To provide for the scientific training of the people is more incumbent on the South as a section than any other section, for until the civil war destroyed it the old civilization of the South, while perhaps not antagonistic, was with a few exceptions rather indifferent to scientific research, and in no place was it considered a "favored child." The war left us impoverished, our civilization destroyed, and it took us years to get upon our feet. Industrial education was almost unknown, and our lack of training in this respect was and still is an element of weakness. But we are now ready to play our part with bigger possibilities. Every need of science should be supplied. Our own State and the legislature must see to it, and that speedily, that no institution of learning fostered by it should ever have to repeat the experience of the Agricultural and Mechanical College a few weeks ago. Instead of having to use the public prints to bring students to the college, President Foster was forced to advertise to keep them away. Texas, one of the most influential States in the Union, should be first in educational facilities. The Agricultural and Mechanical College is

full to overflowing, and there are students unprovided for. As long as there is not enough room in any State institution (created for scientific purposes) for the students, science can not be considered a favored child. Here in Austin we need special buildings for science. Texas can not afford to have any other university superior in anything. Until this is the case the State's duty has not been fulfilled to the fathers of Texas, who laid the foundations for a university of the first class.

OTHER INSTITUTIONS.

There is much of the pathetic in the decay of many of the earlier educational institutions in Texas, quite as affecting in some respects, perhaps, could their records be disclosed, as the action ascribed to the venerable president of William and Mary College, Virginia, who for so many years, as the story goes, repaired to its vacant halls and had the old college bell rung as a formality to retain the college charter in the hope of the revival of its fortunes and eventual renaissance of its wonted prestige and usefulness, a hope which but a few years ago was realized by the action of the State in its behalf.

Among the institutions of learning for which charters were granted, and which have ceased to operate or were not operated at all under their grants, are Herman University, chartered in 1844 and granted 1 league (4,428 acres) of land by the Republic of Texas; Marshall University, chartered in 1845, to which the Republic granted 2 leagues, and the Matagorda and Nacogdoches universities, also chartered in 1845 and given 4 leagues each by the Republic. Ruterville College, chartered in 1840; Wesleyan, in 1844; McKenzie, in 1848, and Soule University, in 1856—institutions established by the M. E. Church, South—were, in 1872, merged into Southwestern University, which succeeded to all their charters and adopted their alumni. Other institutions chartered by the State embrace Fowler and Marvin colleges, a female college at Waco, and Centenary College at Lampasas; and in addition may be named the Texas Military Institute, which was operated for ten years, up to 1880, at Austin, and has but recently been revived, as before noticed, under new but very different auspices at Llano.

Marble Falls Industrial College, projected by a local lodge of the Farmers' Alliance in 1890, was operated for only a short while in charge of Rev. Marshall McIlhany, ex-president of the Centenary College at Lampasas, having succumbed on account of some miscarriage of the arrangements with Mr. McIlhany, who undertook to get the college endowed. The farmers, who were expected to promote the enterprise, either did not respond as freely with their patronage and contributions as was necessary for its support, or preferred investing their means in more profitable channels, and, as a consequence, some 30 acres of ground (donated conditionally by an improvement company) and a frame boarding hall and large stone school building reverted under mortgages to the donors and builders. President McIlhany was paid for his brief services by Gen. Adam Johnson, and returned

home to Lampasas. General Johnson, Captain Badger, and Messrs. Dawson, Roper, and other citizens of Marble Falls arranged with Mr. McIlhany's son, Harry McIlhany, to continue the school as an academy, and it has been conducted as such ever since by Professors Collins, Austin, Bruce, Folk, and Rogers, as successive principals of the school.

Marshall University, at Marshall, of which Col. J. A. Morphis, author of a history of Texas, was for some years president, has long since collapsed, the building being used for the Marshall High School.

Herman University was a project of some German citizens of Caldwell County. It was not operated as required by the charter, which was consequently forfeited, and so remained until Judge Julius Schutze, member of the twelfth legislature, had it revived. The institution, however, was never organized.

INDIVIDUAL SCHOOL ENTERPRISES.

[From Scarff's Comprehensive History of Texas.]

The schools at San Augustine.—The town of San Augustine is situated on a beautiful and fertile strip of red-land country running in an east and west direction through the counties of Sabine, San Augustine, and Nacogdoches, which was well settled with good farmers as early as 1840, and from that time to 1850 that town was one of the largest and best improved towns in all eastern and northern Texas. It was situated 30 miles west of the Sabine River, on the old King's Highway, leading from Natchitoches, in Louisiana, through Nacogdoches and Bastrop to San Antonio. The wagon road made along or near it, commonly called the "San Antonio road," was the principal thoroughfare along which immigrants came to Texas by land, and it was the route of the first stage line through eastern Texas.

A master builder, a Mr. Sweet, erected a large two-story frame building and sold it to the county of San Augustine for a league of land that had been given to the county for the erection of an academy, though the school had the high-sounding name of "the university." A small school having been taught in it for several years, in the year 1843 a gentleman by the name of Montrose, of medium size, about 30 years old, and of apparently good manners and intelligence, appeared at the hotel, and learning that there was a large school building in the town, let it be known that he was a teacher. The board of trustees were soon assembled and sent for him. He was a man of few words and very positive in his utterances. He said, in substance: "All I ask is to give me control of the house, and I will build up a large school that will attract scholars to your town."

They complied with his request, and before the end of the second session he had verified his assertion and had a large school, with numbers of scholars from a distance. It so continued for several years.

One of his greatest merits as a teacher was his control of the scholars in school by a regular system and the anxiety he produced in them to attend school punctually and an ardent desire to attend to their studies. He did not seek to acquire favor in the community, except through his scholars, and was seldom seen upon the streets of the town or otherwise in communication with its citizens. He taught school as a business strictly, and had no difficulty in collecting his tuition through his scholars, although there was a great scarcity of money in the country. After his school increased, his plan for assistance was to engage some of his advanced students to teach classes under his direction. The school soon became the pride of the town and surrounding country, with a united recognition of its advantages. It may be instructive to tell how discord and contention were produced, that ultimately led to bad consequences in reference to that and other schools in that place:

A Methodist preacher came there, fresh from "the States," as the United States was then called, and preached a sermon in favor of "perfect sanctification on this earth," the most numerous denomination of Christians there being Methodists. Professor Montrose, being a Presbyterian and a good reader, had occasionally read sermons as a layman to a few Presbyterians and others on Sunday. By their urgency he was induced to read in public a sermon opposed to the doctrine advanced by the Methodist minister, who promptly challenged him for a public debate on the subject. Professor Montrose, though not a preacher, was pressed into the debate by his religious friends; moderators were chosen to regulate the debate, and it was held before a large audience. Professor Montrose simply read extracts from books when it came to his turn to speak, and he did it with such impressiveness as to make it appear that he had achieved a victory over the challenger. At once a religious storm was raised. There being a number of prominent Methodist preachers and other leading citizens of that denomination in the town and in the surrounding country, it was readily determined to put up in that place a Methodist college. A large three-story frame building was erected and an excellent teacher, as well as preacher, was brought from Ohio to take charge of the college. His name was Lester Janes, a cousin of Bishop Janes. Other Methodist preachers were engaged to teach in the college and several Presbyterian ministers were engaged to assist Professor Montrose. Both schools prospered for several years, with scholars in each to the number of 150.

San Augustine claimed to be the Athens of Texas. There are two prominent citizens still living who were educated at one of those schools—Col. Frank B. Sexton, who was a member of the Confederate States Congress, and Col. J. F. Miller, of Gonzales, ex-member of the United States Congress. Doubtless there are others living **be**

many since prominent men who received their education at one of those rival schools. The rivalry that made a spasmodic success for a time for both schools could not last long. Professor Janes left the college, and it declined and was sold to the trustees of the so-called university for a female institute. Professor Montrose, hampered with assistants, contrary to his own plan of getting them by engaging his advanced students, left and afterwards taught at Nacogdoches, and at Anderson in 1857. His only son, Thomas Montrose, is a prominent lawyer in Greenville, Tex. The university, as it was called, struggled along for a time under its trustees, but gradually declined, and that place has never been able to keep up a good school since its failure. Both of the buildings have been burned, and the vacant places where they stood attest the sad calamity of a religious rivalry entering the management of the schools of a community, where it assumes the character of bitter partisanship.

Schools at Gilmer.—For a continuous period of ten years, previous to the summer of 1870, Prof. Morgan H. Looney kept an excellent school at Gilmer, averaging largely over 200 students annually of all classes, male and female, young men and young women, as well as the minor children of the town and neighborhood, during ten months of each year. The school was attended by advanced scholars from a hundred miles in every direction. His pupils were taught from the lowest to a high grade in the English and ancient languages, in mathematics, and in composition and other studies. He was a man of medium size, vigorous in speech and action, had been thoroughly educated at the college at Middleville, Ga., had taught school as a profession, and had two brothers that were teachers. One of them, Mr. Bud Looney, assisted him part of the time at Gilmer, though his assistants were generally scholars that he had educated, consisting of two young women who taught classes of girls and two young men who taught classes of boys.

Professor Looney taught classes of both male and female students together. As a teacher of both high and low classes he had an extraordinary capacity of explanation that made even the dullest student understand him. He artfully excited a lively interest in all of his pupils to learn, and with many of them to become well educated in the higher branches of learning. Equal to any other of his remarkable powers as a teacher was that of the systematic government of his school in the schoolrooms, and of his students when not in the school building. He took general supervision of his students everywhere, day and night, from the time of their enrollment till they left the school. Nearly every residence in town received his students as boarders, and any misconduct there, or upon the streets, or in the public houses, would be reported to Professor Looney, his school and its management being the leading business enterprise of the little town.

As part of his government he had a set of rules regulating the conduct of his pupils, both in and out of school hours. Some of them were: That there must be no arguments leading to contentions about politics or religion; that there must be no criticism upon the dress of any pupil, whether it was coarse or fine; that everywhere young men were to act as gentlemen, and young women as ladies; that they must govern themselves according to his rules, otherwise leave the school; that while attending his school they must make learning their exclusive business as a regular occupation. To enforce these and many other requirements he opened his school every Monday morning with a brilliant lecture upon one or more of the rules, which were illustrated by interesting dissertations upon government generally. So interesting were these lectures that citizens of the town who had leisure would attend them frequently, and some of them regularly. A feature and object of the lectures was, that if any of the larger students had been guilty of any violation of the rules or other impropriety during the previous week, it would be discussed, without naming the guilty party, in a way to make such improper conduct look extremely objectionable, and sometimes ridiculous or odious, according to its magnitude. It had a wonderful corrective effect. If he became fully satisfied that any of his larger students would not voluntarily comply with his rules he quietly gave them notice in person to leave the school. There were no trustees and no trials for misconduct, and it was not publicly known why the student left. One of his rules was that there was to be no familiar communication between the girls and the boys. That rule was suspended occasionally, with permission for the boys, large and small, to call upon the girls Saturday evening (not longer than 9 o'clock at night), and accompany them to church on Sunday, which was generally done in the most genteel manner. None of the churches was particularly favored.

Composition was taught as a special study each Saturday forenoon by Professor Looney himself for an extra tuition fee of \$5 per session. Those students who sought to be taught composition were divided into three classes—first, second, and third—according to their advance in education, each class being taught separately. The manner of teaching was as follows: Professor Looney would write upon the blackboard a subject, it usually being a sentence taken from some book, either very simple or otherwise, according to the grade of the class present. He would divide and subdivide the subject as might be necessary. The members of the class, with paper and pencil, would copy the subject as presented on the blackboard. The professor would then deliver a lecture on the subject, making pointed explanations of each part of the subject in the hearing of the class, which each member of the class would reproduce and read before him at a given time, for his verbal

correction as to the matter and style, and pronunciation in the reading. In his advanced classes he would select subjects at different times that admitted of a wide range of discussion upon government, ethics, literature, history, and science, that furnished his students with an immense amount of varied information and excellent style of expression and speaking that soon enabled them to write compositions that excited the surprise and admiration of their hearers. This was conspicuous at the examinations, lasting three days at the end of each session, which were usually attended by at least six or eight hundred visitors, who were seated in the large room of the second story of the building during the examinations. It should not be omitted to state, as a part of his system of elementary education, that for each one of the five days of each week of the session there was a lesson in English grammar, in which all those studying it, or who had studied it, participated, though it might not last one-half an hour, and the school at its close each day had a general spelling lesson. Everything considered, it was a model school, under the direction and control of one man, and many were the young women and young men who received a good, substantial education at the school.

During three years—1868, 1869, and 1870—Judge O. M. Roberts, afterwards Governor Roberts, moved with his family to Gilmer to send his children to that school, and to teach a law school in connection with Professor Looney's school. He also taught bookkeeping for the benefit of young men who were not able to go off to a school for that purpose. His habit was to give two or three hours to his law classes, and, having a successful law practice, to devote the balance of the day to his office and law business, much the same as if he had not been engaged in teaching. The courts of that county were attended by very able lawyers, among whom were Cols. Lafayette Camp and David B. Culberson, which made the practice there very interesting. Judge Roberts, in addition to his teaching, delivered weekly lectures in the school upon law, the State, and scientific subjects, synopses of which were made and published in the local paper. His law school turned out a number of students who made successful lawyers, among whom may be mentioned Judge Sawnie Robertson, of the supreme court, Attorney-General John D. Templeton, Judge Aldredge, and Mr. Thomas Montrose. Hon. Charles A. Culberson, governor of Texas, attended the Looney school. Unfortunately, when Professor Looney's school was at the zenith of great prosperity, the professor was induced, on account of the failing health of his wife, to move, in the fall of 1870, to northwest Arkansas. He abandoned his great work, shedding tears on his departure, and the Looney School was closed at Gilmer.

CONCLUSION.

In view of all the facts and arguments which have been presented, legislators should bear in mind, not only that the university, as the "child of the State," is its ward, and a matter to them of the greatest concern as lawmakers, but that private beneficence to educational enterprises, in order to secure permanent effects, is naturally attracted to such institutions as are most liberally sustained, and preferably to universities whose perpetuity is assured by government backing. Regent Brackenridge is believed to have been inspired to some extent by such considerations in his gifts to the University of Texas; and the donation of the Sealy Hospital was coupled with the condition of correspondingly liberal action by the State with that of the city of Galveston and the Sealy heirs and executors representing the estate through which the hospital was donated to the university.

The idea of legislative duty to the university is forcibly expressed in an eloquent address delivered at the university commencement, at Austin, in 1884, by Col. William Preston Johnston, then president of Tulane University, in which he said:

The first fact that strikes one in contemplating the university is that it is the child of the State entitled by birthright to the intellectual heirship of its imperial progenitor. With this come great responsibilities. Born in the purple, it is held to a princely accountability. Its motto is "I will so oblige." It must accept the pains and perils as well as the prestige and honors of a lofty destiny. Troops of friends should attend it, and it should be endued with the wealth and power to carry out the design for which it was created. If not, its lot is like that of other pauper princes, dethroned kings, and exiled monarchs.

The magic effect of munificence to universities was so glowingly pictured in the same elegant address in alluding to a visit to Cornell as to justify reproducing it:

My visit to Cornell was a lesson in educational science. On a lofty bench, or plateau, sequestered from the rugged mountain side and overlooking Lake Cayuga, is planted this now famous institution of learning. At the foot of the mountain nestles Ithaca, a beautiful city of some 20,000 inhabitants. Above it, like the noble forehead to some fair statue, rises the university, with its grand assemblage of stately and beautiful halls, museums, and laboratories; its groups of mansions and cottages, the homes of the professors; its spacious campus and wild background of woodland. The art gallery stands poised on a bold promontory, with a long vista of lake and seely shore and embattled hills, against which the hosts of heaven rolled with alternate sunburst and lowering front—a fairy scene worthy the wand of an arch-magician. Indeed, this art gallery, the bequest of a sainted lady, seemed, in its architectural suggestions of beauty, beneficence, and bliss, like a dream of happiness embodied in monumental stone. This marvelous city of the sciences had been summoned into being within fifteen years. I have described it as worthy the wand of an arch-magician; that magician was enlightened enthusiasm, and the wand with which the miracle was wrought was the golden rod of wealth, with its mighty powers of transmutation.

Who will make herself the great beneficent patroness for the university of Texas?

As one advantage of the liberal scope in the publications of the history of education in the several States, as contributed for the United States Bureau of Education, the author feels that he has not been constrained in any manner in his work, and has consequently presented the record not only quite fully, but boldly, and as he believes, fairly to all interests concerned, without prejudice from any source or predilection on any account. His aim has been not so much for display as for correctness and completeness as the true province of history. The common schools have been treated as primordial stepping stones to higher planes of instruction, leading ultimately to the university, and all with reference to great educational movements and needed reforms, particularly affecting State universities, and more especially the University of Texas as one of the great public high schools of the country and capstone to the State's educational system. The work has been not so much for the sake of compensation as a "labor of love," especially as to the university, to which institution more especially the author has devoted the most careful research and conscientious consideration in the hope that the matter presented may excite greater concern for its success and more liberal promotion by private as well as public munificence. Should his efforts happen to produce any considerable results in this direction, he will certainly feel highly gratified as well as rewarded. In conclusion, what he has said in a previous sketch of the university may as well be said again: As the university is now operating with its scope for usefulness widened, it has grown in public estimation till it has come to be regarded with something of the favor which higher education should everywhere evoke, and which naturally does attach to public institutions as they are kindly fostered and develop and mature with the growth of the country. Though not what it should be in every essential, the University of Texas is, in some respects, an exemplar in meeting important educational demands and promoting the general welfare of the State, and as such merits private benefactions as well as public support. What it still needs is to give it a more practical tendency and wider scope by providing greater facilities for instruction in arts, mechanics, and technical work generally; in a word, a thoroughly equipped technological department at Austin, or arts, science, and music school of the highest order of equipment suitable for both male and female students, like such establishments in Northern universities.

SOURCES OF INFORMATION.

1. Acts of Congress, the constitution, messages of the presidents, and government records of the Republic of Texas.
2. Acts of the legislature, State constitutions and journals of the legislature and State conventions, governors' messages and records of State officers, and various documents published by the State.
3. Acts of the legislature, enacting and amending general and special laws of the State governing the sale or lease of school and university lands.
4. Reports of the university regents, faculty reports, addresses, bulletins, circulars, catalogues, magazines, and other university publications.
5. Reports of State comptrollers, as to the "school" and the "university funds;" and reports of State land commissioners and State land board, as to the "school" and the "university lands."
6. General and special acts of appropriations for the free schools and for the State university and its branches.
7. Reports of the State board of education and State superintendents of instruction, and files of school journals and State newspapers kept in the State library.
8. Publications of the United States Bureau of Education, and reports of the United States Commissioners of Education.
9. Scarff's Comprehensive History of Texas, Mrs. Harby's Earliest Texas, Sweet's Trip Through Texas, Raines's Bibliography of Texas, Lane's History of the University of Texas, History of the Catholic Church, published in San Antonio, Tex.
10. Brown's, Thrall's, Yoakum's, and Morphis's Histories of Texas, Fulmore's Lectures on Texas History.

12

13

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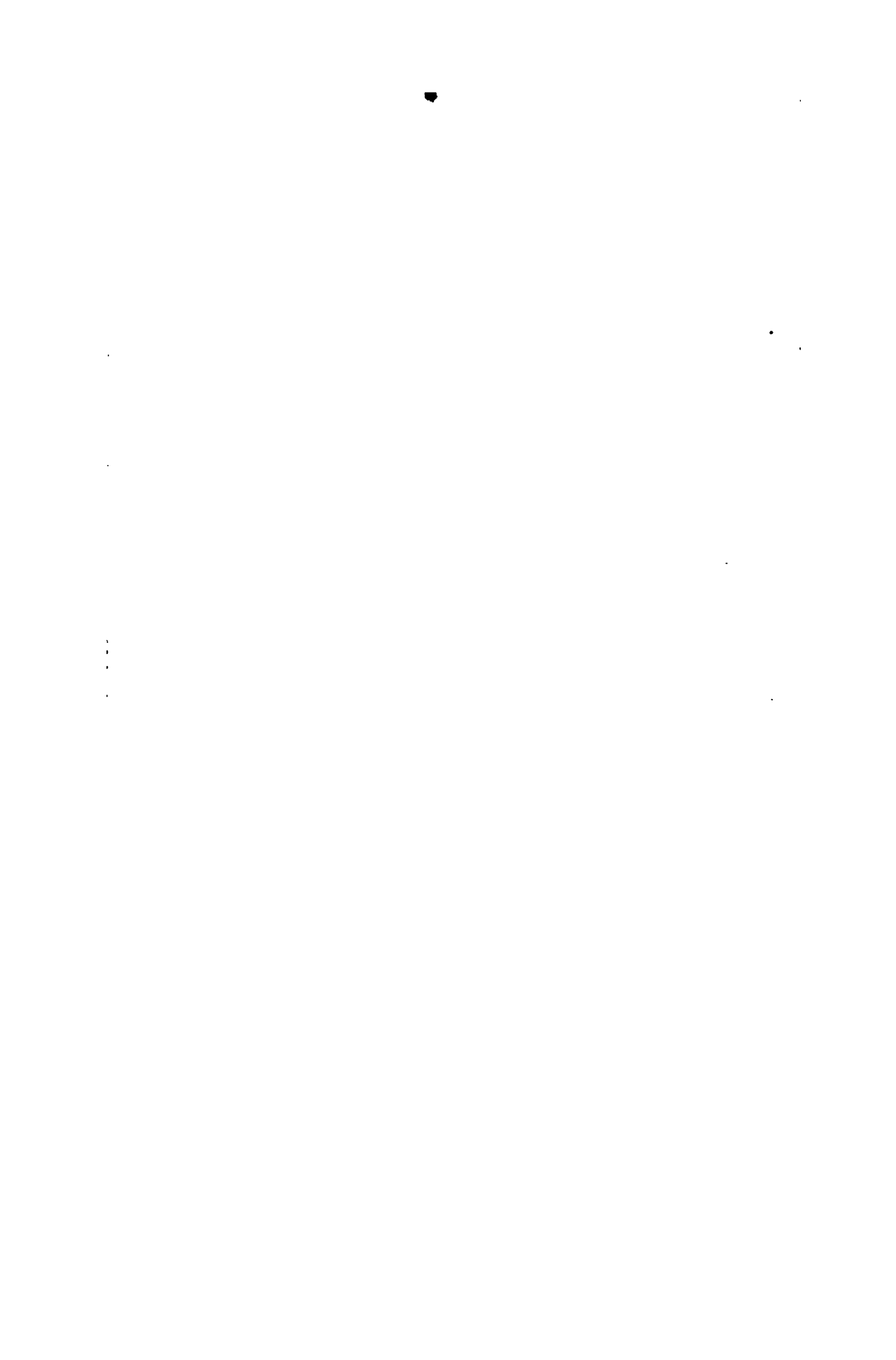
HIGHER EDUCATION IN MAINE,

BY

EDWARD W. HALL, LL. D.,

Lecturer of Colby College.

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UNITED STATES BUREAU OF EDUCATION.
CIRCULAR OF INFORMATION NO. 3, 1903.

CONTRIBUTIONS TO AMERICAN EDUCATIONAL HISTORY.
EDITED BY HERBERT B. ADAMS.

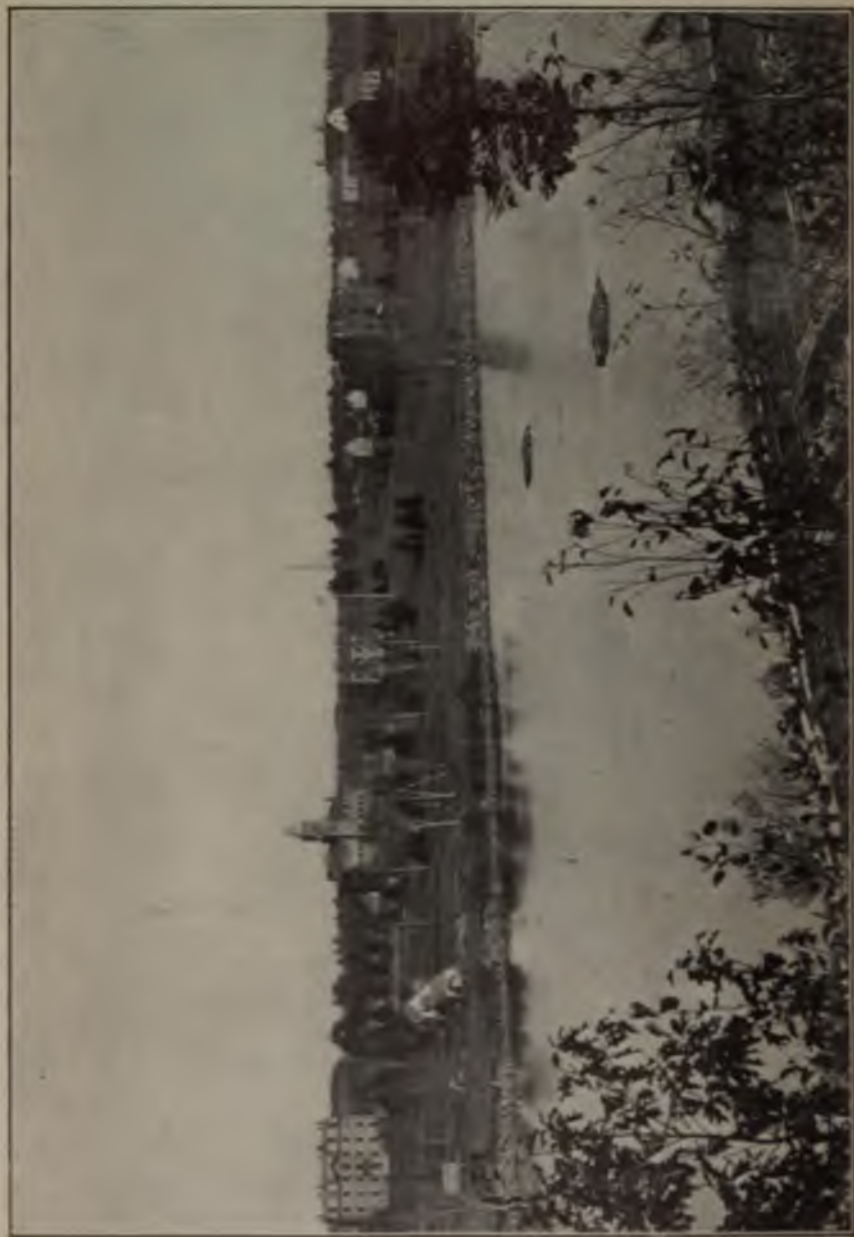
No. 36.

HISTORY
OF
HIGHER EDUCATION IN MAINE,

BY

EDWARD W. HALL, LL. D.,
Librarian of Colby College.

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1903.



Ash Hall.

Wingate Hall.

Chemical Laboratory.

Colburn Hall. Farm Buildings. President's Home.

GENERAL VIEW OF UNIVERSITY OF MAINE.

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TABLE OF CONTENTS.

	Page.
Chapter I.—The public schools	7
II.—Educational associations	29
III.—Bangor Theological Seminary	35
IV.—Bowdoin College	41
V.—Colby College	95
VI.—Bates College	130
VII.—University of Maine	159
VIII.—Normal schools	188
IX.—Secondary education	197
X.—Baptist academies:	
1. Coburn Classical Institute	201
2. Hebron Academy	208
3. Ricker Classical Institute	212
4. Higgins Classical Institute	216
XI.—Methodist institutions:	
1. Maine Wesleyan Seminary and Female College	219
2. East Maine Conference Seminary	227
XII.—Westbrook Seminary and Female College	231
XIII.—Maine Central Institute	235
XIV.—Oak Grove Seminary	238

IONS.

	Page.
Gen eral view of University.....	Frontispiece.
Ban gor Theological Sem.....	36
Bow doin College:	
Massachusetts Hall.....	44
Memorial Hall.....	82
Banister Hall, n.....	90
Cob urn Divinity Schoo.....	140
Uni versity of Maine:	
Campus from president's house.....	168
Experiment station.....	178
Ric ker Classical Institute, Wording Hall, Houlton.....	212

LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., January 26, 1903.

SIR: I have the honor to transmit herewith the **History of Higher Education in Maine**, by Edward W. Hall, LL. D., librarian of Colby College. This monograph constitutes Circular of Information of this Bureau No. 3 of 1903, and is No. 36 of the series of Contributions to American Educational History, which have been published from time to time by the Bureau under the editorship of the late Herbert B. Adams. The present circular contains a sketch of the history of the school system of Maine as well as the history of higher education.

Very respectfully, your obedient servant,

W. T. HARRIS, *Commissioner.*

Hon. E. A. HITCHCOCK,
Secretary of the Interior.



Chapter I.

THE PUBLIC SCHOOLS.

The history of public education in Maine prior to 1820 belongs to the educational history of Massachusetts. The several enactments of the General Court of Massachusetts relating to maintaining public schools were of course applicable to the towns existing in the district of Maine.

The towns of Kittery and York received in 1673 "presentments" from the grand jury "for not providing a schoole and schoolmaster for ye aedification of youth according to law." It is inferred from other presentments that schools had been established in several other towns before that date.^a But as the records of most of the towns in York County, the earliest settled in the State, were destroyed during the frequent conflicts with the Indians no reliable history of the establishment of schools prior to 1700 can be obtained. The town records of York mention the hiring of Nathaniel Freeman in 1701 "to Ceep a free seool for all the Inhabitants of our Town of York." They also mention the vote of the town March 9, 1724-25, "yt a School House shall be built at ye Lower end of ye Town on ye ministerial land this year at ye Town Cost and charges," which must have been the first schoolhouse built in Maine. These records further show that the town maintained not only schools to teach reading, writing, and arithmetic, but also maintained a grammar school, as it was then called, down to 1785. In that year formal mention is made of school districts and their limits defined. A school committee of nine was chosen April 1, 1779.

The town of Wells furnishes the next earliest record concerning schools. It is the vote of the town, March 20, 1715, "that the selectmen use their endeavour to procure a school master for the town at the town's charge, not exceeding twenty pounds per annum and his diate." It was not until 1716, however, that a schoolmaster, Mr. Richard Martyn, a graduate of Harvard, was induced to accept this salary and "diate." The historian of Wells, writing of these times, says:

During the short breathing time between Queen Anne's and Lovell's war, the great subject of schools seems first to have suggested itself to the attention of the

^aSixth report of the State board of education, 1852, Hon. E. M. Thurston, secretary; report for 1876 of the State superintendent of schools, Hon. W. J. Corthell.

people. Even the lowest grade of instruction had not yet been provided for. During the perils of the wars, children could not have been trusted to attend school at any considerable distance from their homes, and, in fact, no school could have been safely kept. There is good reason for the belief that, down to this period, no school of any kind had been maintained.^e

The interest awakened in Wells did not die out. In 1731 the first schoolhouse in town was built, followed in 1734 by two others. In Kennebunk, which was a part of Wells, the first record relating to schools is in 1757, when it was voted to hire a schoolmaster for one year. The first schoolhouse in the town is thus described by Bourne:

It was built of large round logs notched at the ends so as to let into each other. The walls were about 6 feet high, with a roof over the top, though the gable ends were entirely open. There were no windows, the light coming in freely from the ends. The only way of entering, both for master and scholars, was by climbing up on a stile at the end and jumping down into the house.

The parish had at least partial control of the schools until 1805, when the town assumed entire control. The first woman teacher was Polly Hovey, who taught at Kennebunk Port in 1792 and was paid \$1.50 per week.

The earliest record of schools in Portland is in 1729, when the selectmen were requested "to look out for a schoolmaster, to prevent the town's being presented." The first notice of the actual employment of a teacher is in 1733, when Robert Bayley was hired at a salary of £50. In 1736 the first "grammar school" was established, in which more extensive culture was provided, as a preparation for the university. In 1745 Stephen Longfellow, at the instance of Rev. Thomas Smith, transferred his grammar school from York to Portland, where he soon found 50 pupils at 8 shillings per quarter.^f

Schools existed at Buxton in 1761, at New Gloucester in 1764, and at Machias in 1774. Mrs. John White opened the first school in Canaan in 1778, where Samuel Weston in 1778 had a class of married men, and in 1796 Isaiah Wood, "besides his classes in the Psalter and Dilworth's Spelling Book, introduced a class in the newspaper, which proved a very interesting document to the young." Josiah Spaulding, in 1779, kept a school at Norridgewock in the house of Mr. Laughton, the principal scholars being from the Spaulding and Laughton families, however. This town was divided into five school districts in 1799, when it was voted that "Grain and Corn of any kind, beans, peas, flax, sheep's wool, Pork, and Beef be rece'd in payment for the School and Minister's Rates." In 1791 Norridgewock raised £30 for schools, which amount was to be expended in "Each class their Equal proportion in schooling, according as the major part of Said class shall agree." It was also one of the earliest towns to prescribe

^e E. E. Bourne, *History of Wells and Kennebunk*, pp. 307, 439.

^f William Willis, *History of Portland, 1632-1864*, pp. 365-367.

sanitary regulations, the town committee having reported in 1806 the following:

2d. It is recommended to parents and others who have the care of youth that previous to their sending them to any school that they be careful that they are free from the Itch!

Schools are mentioned in the records of Union in 1785 and Castine in 1796.^a The same general course was pursued in all. The minister was the leading mind in establishing the school, the parish exercised at first the active authority, the town or the freeholders, assembled in public meeting, voted the money.

SCHOOL DISTRICTS.

Many of the towns were sparsely settled, while the greater part of the township was wilderness. To attend school, if but one existed, some of the pupils must travel 12 miles. This led to keeping the school part of the time in one portion of the town and part in another. These portions, or school centers, had in some instances been formally recognized and limits assigned to them by vote of the town. In June, 1789, the general court passed an act which gave the school districts a legal existence.^b

In the provisions of this act are found the substance of the school laws of Maine since enacted. These are: (1) Compelling towns to support schools; (2) the establishment of districts embracing part of the town, by a vote of the town, as the school unit; (3) the teaching of morals; (4) certificates of the literary and moral qualifications of teachers; (5) establishment of primary schools; (6) recognition of women as teachers; (7) the establishment of schools in unincorporated "plantations;" (8) recognition of the right of towns to manage schools by a committee.

It contains also some provisions not found in our present laws: (1) The compulsory support by each town of 100 families of a grammar, or, as it would now be ranked, a high school; (2) the control of the schools by the town through the selectmen or a committee chosen by the town; (3) the recognition of the settled ministers as persons whose examination and certification of teachers were authoritative.

In February, 1800, an act was passed enabling school districts to tax themselves to build schoolhouses, to choose clerks to keep their records, and committees to have charge of the expenditure of moneys raised to build schoolhouses.

^a Buxton Centennial: Address by Cyrus Woodman, p. 58. 1872. New Gloucester Centennial: Address by T. H. Haskell, p. 25. 1874. Machias Centennial: Address of W. B. Smith. 1863. J. W. Hanson, History of Norridgewock and Canaan, p. 325. 1849. J. L. Sibley, History of Union, p. 294. 1851. G. A. Wheeler, History of Castine, etc., p. 135. 1875.

^b Quoted in full in Maine school report, 1876, pp. 17-19.

By an act of the general court, June 13, 1817, all school districts were made bodies corporate, empowered to maintain suits and to hold property for school purposes, thus receiving the last legal quality needful to clothe the school district with full power as a municipal corporation.

The establishment and care of the schools in the 161 towns which had been incorporated within the present limits of Maine, prior to the nineteenth century, was in accordance with the laws of the Commonwealth of Massachusetts. In only 7 towns can a record be found of the existence of a "grammar school." Probably no more than this had the required 100 families. No change was made in the school laws till 1820.

MAINE SCHOOL LEGISLATION.

At the second session of the legislature of Maine, which convened in January, 1821, the first school law of Maine was passed. This law provides: (1) For the minimum amount of money which a town must raise for the support of schools; (2) for the mode of apportionment of the money so raised among the school districts of the town; (3) for the more complete organization of the school districts, defining the mode in which they shall be formed; providing for the choosing of district agents; defining the powers of the district in raising money, building and locating schoolhouses, and their proceeding in assessing, collecting, and disbursing moneys; (4) for the election by a town of a superintending school committee, defining their duties; (5) for the qualifications of teachers and the mode of determining those qualifications; (6) for the subjects to be taught in the common schools, giving these in two divisions, viz. morals, enumerated in section 2, and literature, enumerated in section 4; (7) penalties for neglect of its provisions and defines the manner of appeal from the decision of school districts to the town.⁹ An attempt to amend this law in 1822, so as to confer upon the district the power of choosing agents, was only partially successful. The town was allowed to determine, by vote at its annual meeting, whether the districts should choose their own agents. The district system proved to be an obstacle in the way of good schools as early as 1822, when the city of Portland obtained a special act of the legislature abolishing its school districts, and conferring upon the school committee the powers of district agents.

In 1825 several amendments to the school law were made. Any town omitting to choose a superintending school committee became liable to a fine of not less than \$50 nor more than \$200. The committee was given power to exclude disobedient pupils from the schools. The district agent was required to notify the committee when the school was to commence and how long it was to continue.

⁹Laws of Maine, vol. 1 and Maine school report, 1876, pp. 20-24.

The schools were to be visited by the committee at least twice each term, once within three weeks after the commencement and once within two weeks of the close. The 1st day of May was fixed as the time for enumerating those between 4 and 21 years of age, the basis upon which the school money raised by the town was divided among its several districts. Ten per cent of the school funds was authorized to be expended for fuel and incidental repairs. It was left discretionary with the district and school committee to determine how much of the school money should be applied to maintain a school taught by a mistress, usually in the summer. The law of 1825 also made provision for collecting school statistics. Selectmen were now required to make returns to the secretary of state once in three years, giving the number of school districts and of scholars in each, the length of schools and number of pupils attending, with amounts of money expended. Blanks were furnished to the towns, but the returns were meager and valueless until 1833, when an apportionment of school money from the State treasurer demonstrated the importance of more complete statistics.

The next law touching public instruction was approved February 16, 1827. Provision was now made for union districts formed from two or more adjoining towns. Those residing on islands along the coast or in remote parts of large towns beyond the district lines might have their proportion of school funds and expend it under the direction of the school committee. The districts were by this act authorized to instruct their agents at what time the schools should commence. It was further provided that where a school should be kept a part of the year by a master and a part by a mistress, the district might by themselves, by a committee of their own appointing, or by the school committee of the town determine what description of scholars should be admitted to each school. This was the first legal provision that looked toward a graded system of schools, though several towns had previously attempted a classification of scholars into graded schools.

An act approved February 23, 1828, directed the State land agent to set apart 20 townships of the public land, the sales of which were to constitute a permanent State school fund. It also provided that certain moneys due the State from the United States should, when received, be reserved for a school fund. This provision was repealed March 11, 1835.

The next school legislation of importance was the act of 1832. This act extended to the city of Bangor the same power of school organization which had been given to Portland in 1822 and to Bath in 1828. Bangor was empowered to pay its school committee for services, which was the first legal provision made for such compensation. An act approved March 4, 1833, required that the bank tax of one-half of 1 per cent on their capital stock, semiannually paid into the State treasury by the banking corporations, should henceforth be reserved

for public instruction, and apportioned among the towns according to the number of children of school age. The just distribution of this bank tax depended upon correct school statistics. District agents were now required to make, under oath, correct lists of school children in their respective districts, and return the lists to the selectmen in the month of December. The selectmen were required to make the returns specified in the act of 1825 to the secretary of state annually, instead of once in three years. The money thus furnished by the State did not relieve the town from the necessity of raising by tax school money at the rate previously fixed of 40 cents for each inhabitant.

In 1834 all the previous school laws were collected, rewritten, and enacted in one statute. In this revision few changes were made. The town school committees were to consist of not less than three nor more than five members. Acting under oath, they were to prepare and present to the annual town meeting a written report on the state of the schools. Districts were now allowed to admit scholars to their schools from other districts or towns, and might adopt the mode of organization granted to Bangor in 1832.

A resolve was approved March 20, 1839, directing the secretary of state to transmit to each district an abstract of the returns of the common schools of the State, and abstracts were prepared for 1839, 1840, and 1841. So little benefit resulted from these defective abstracts that the resolve requiring them was repealed in 1842.

Penalties for disturbing schools were enacted by the legislature in 1840.

In 1841 the school laws were again revised and arranged in one act. For the first time in the legislation of the State a general provision was made for payment of school committees for their services, the sum being fixed at \$1 per day, paid by the town.

During the session of 1843 a bill was reported by E. M. Thurston, chairman of the committee on education, to provide for a board of 13 school commissioners, 1 from each county. The bill passed the house, but was indefinitely postponed in the senate. The discussion of the proposed measure, widely published in the newspapers, gave the first impulse to educational reform in the State. A similar bill failed to pass in 1845.

The first legislation on district libraries was enacted March 19, 1844, and authorized the expenditure of 5 per cent of the school money each year for that purpose, if the voters so desired. Subsequent legislation has authorized the expenditure of 10 per cent, yet only a few district libraries are now maintained.

STATE BOARD OF EDUCATION.

A State educational convention held at Augusta in January, 1846, appointed a committee "to carefully consider the defects in our educational system, and to suggest measures for their removal."

This committee consisted of Amos Brown, Philip Eastman, A. S. Packard, and S. P. Benson. They presented a memorial to the next legislature, as instructed by the convention, enumerating the following evils in the school system: (1) the multiplying of school districts; (2) the prevalent inefficiency of school committees; (3) the want of suitable qualifications in teachers; (4) the want of a proper classification in schools, arising from multiplicity of text-books, and want of system in the course of study; (5) want of general interest in our free schools. As an agency to help to remedy these evils the committee urged the establishment of a State board of education. The memorial was referred by the legislature to the joint standing committee on education, which, through the chairman, E. M. Thurston, reported a bill establishing a board consisting of one member from each county.

This bill became a law July 27, 1846.^a

In accordance with the provisions of this law the first board of education met at Augusta on the 16th day of December, 1846. It consisted of Stephen Emery, Horace Piper, Philip Eastman, Benjamin Randall, A. F. Drinkwater, Aaron Hayden, R. H. Vose, Samuel Taylor, Ebenezer Knowlton, David Worcester, Oliver L. Currier, Samuel Adlam, and William I. Savage, all men of culture and influence in their respective counties. William G. Crosby, of Belfast, was unanimously elected the first secretary of the board. His report, presented at the second session of the board, gives the first reliable statistics about the schools of Maine. The average wages of teachers was given as \$16.71 per month for men and \$6.08 for women, exclusive of board. The average length of schools for the year was twenty-one weeks and one day; number of persons between 4 and 21 years, 201,992; whole number in winter schools, 94,217; in summer schools, 96,127, or less than 50 per cent.

In 1849 Hon. E. M. Thurston was chosen secretary of the board, which position he filled with eminent ability until 1852, when the legislature abolished the board of education. The influence of the board upon the common schools of the State during the six years of its existence was highly beneficial. The six reports,^b published and distributed by the board, contain carefully prepared educational statistics, present the legislative requirements as modified from year to year, and give much space to the discussion of the best methods of teaching and of building schoolhouses. The only reason given for abolishing the board seems to have been that its members, being appointed by the school committees of the several towns in each county, thus became entirely independent of the political party in power. It could not be used to reward political favorites, nor could its influence be applied for political purposes. There is abundant evidence that the board had awakened an interest in the public schools such as had

^a Quoted in full in Maine school report, 1876, pp. 33-35.

^b First to sixth, of the board of education of the State of Maine, 1847-1852.

never been known before in the history of the State. It had aroused a desire for better teachers, and had suggested measures to remedy the great evil of nonattendance on the part of so large a proportion of the school population. More than all, perhaps, it had held teachers' institutes annually in each county, at which more than 6,000 teachers had been present, to most of whom the instruction of these institutes came like a new revelation. Modes of teaching, principles of classification and government of schools, examples of daily work by model schools, explanation of the true spirit and purpose of education, and many similar practical topics were presented at these gatherings of young teachers under the direction of able and experienced educators.

A spirit of emulation and of professional pride was excited, the beneficial effects of which were at once apparent in the improved methods and new life infused into the schools. One result was the formation of county teachers' associations, at which the work begun in the institutes was continued amid free exchange of views on minor points of school work, as well as discussion of broader subjects.

The same legislature which abolished the board of education abolished also the teachers' institutes. In place of the board it authorized the governor and council to appoint a county commissioner of common schools in each county in the State, holding office for one year. The commissioner's duty was defined in the act. He was to spend at least fifty days, during the term of winter schools, in visiting the towns in his county, promoting by addresses and other means the cause of common school education, and make an annual report to the legislature. There is no record of the work accomplished by the commissioners appointed in 1852 and in 1853. Apparently they made no report.

STATE SUPERINTENDENT.

For two years following the legislation of April, 1852, there was no officer charged with the superintendence of the school interests of the whole State. But in April, 1854, an act was passed establishing the office of State superintendent of schools. This officer was to be appointed for a term of three years; to devote his time to the improvement of the common schools; to make an annual report to the legislature, with recommendations; to hold annually in each county a teachers' convention of one week at least, employing suitable instructors and lecturers. The salary of the State superintendent was fixed at \$1,200, and the sum of \$2,000 was appropriated to defray the expenses of the conventions.

Tables showing the attendance at each institute for the five years 1847-1851, with names of the instructors at each institute in 1851, are given in the sixth report of the board of education, 1852, pp. 22, 23.

Maine school reports, 1854 to 1891.

In accordance with the law, Charles H. Lord, of Portland, was appointed the first State superintendent of common schools, June 12, 1854. Mr. Lord's report, submitted to the legislature in January, 1855, is a pamphlet of 36 pages, in the form of an address or plea for better schools. It contains no tables of statistics, and hence does not give the school attendance or amount expended for school purposes. The superintendent, in his tours through the State, was impressed with the great irregularity in attendance, the lack of interest expressed by the parents, the want of classification and discipline in the schools, and the great number of incompetent teachers.

Mark H. Dunnell, of Norway, was appointed superintendent in March, 1855. In his report for that year he mentions the interest manifested in the five-day teachers' conventions, held in each county, and made prominent the want of well-qualified teachers. The advantages of normal schools are presented, and the State authorities are urged to establish like schools at the earliest moment. Important statistical tables fill 41 pages of this valuable report.

Mr. J. P. Craig, of Readfield, held the office for the year 1856. In his report mention is made of the growing interest in school matters in many of the large towns. Means for supplying better teachers are considered, and the establishment of a normal school urged.

Mark H. Dunnell was again appointed State superintendent in 1857, and held that office until 1860. During that period an increase is noticed in the amount of money expended for schools. The first State teachers' convention in Maine was held at Waterville, November 16 to 19, 1859. A State teachers' association was organized as a result of the interest thus awakened. County teachers' conventions or institutes were abolished by the legislature of 1860, which also distinguished itself by reducing the superintendent's salary to \$1,000. As a substitute for the teachers' institutes a bill was passed establishing a normal department in connection with 18 academies of the State, one for each county. In the school report for 1861 returns from these academies are printed with tables showing that 457 received instruction in these normal schools in the spring term and 438 in the autumn. The average age of those in attendance was 19½ years, and 515 of the whole number had previously taught schools. The experiment proved unsatisfactory, and the law was repealed in 1862.

Mr. Edward P. Weston was appointed State superintendent in 1860 and continued in office until the close of 1864. His reports contain accounts of the working of normal schools in other States, with urgent pleas for the establishment of such institutions in Maine. The legislature of 1863 authorized the establishment of two State normal schools. The same year, owing to the tax indirectly imposed upon the State banks by the United States law establishing national banks, the legislature remitted one-half of the State tax upon them, decreas-

ing the amount of State aid to common schools by about \$37,000. It seemed probable that this source of school money would be entirely destroyed. To supply this deficiency the legislature authorized the land agent in 1864 to sell the timber on 10 townships of public land and deposit the proceeds in the State treasury for an addition to the permanent school fund. In 1865 each town was required to raise by taxation a sum equal to 75 cents for each inhabitant for the support of schools. The act provided for the first time a penalty for not raising and expending this sum. Any town failing to do this forfeited its proportion of the school money distributed by the State. By the act of March 3, 1868, the amount to be raised annually by the towns for school purposes was raised to \$1 for each inhabitant, exclusive of all moneys derived from other sources. This continued to be the school rate until 1872, when the present rate of 80 cents per inhabitant was fixed upon, under penalty of forfeiting not less than twice nor more than four times the amount of the deficiency.

Mr. Weston's final report, made in December, 1864, contains 80 pages of interesting extracts from the school reports of the various towns. Other reports have in the same manner afforded valuable glimpses of the spirit of the people toward the common schools.

Rev. Edward Ballard, of Brunswick, was Mr. Weston's successor, remaining in office for three years, 1865 to 1868. His annual reports present the usual statistics, together with full accounts of the progress of the normal schools then recently established.

Mr. Warren Johnson was appointed March 30, 1868, and continued State superintendent until his resignation in September, 1876.

Mr. Johnson had a clear conception of the deficiencies in the school system of the State and possessed the determination and energy needed in the attempt to correct them. Among the defects which he labored to remove may be mentioned the district system, lack of school inspection, incompetency of teachers, low rate of wages paid, and short terms of school.

Hon. William J. Corthell, of Calais, was appointed State superintendent in 1876 and brought to the service of the State a wide acquaintance with its schools and the high esteem of the educators of Maine. At the opening of the normal school at Gorham in 1878 he was placed in charge of its affairs, a position which he continues to fill with eminent success.

Hon. Nelson A. Luce, of Vassalboro, was promoted to be State superintendent of schools in 1878, and has continued in office until the present time (1892), with exception of the year 1879, when Hon. Edward S. Morris, of Biddeford, received the appointment for one year only. Superintendent Luce has been all his lifetime prominent in labors for the advancement of the educational interests of the State, and enjoys the trust and confidence of all parties.

The salary of the superintendent was fixed in 1889 at \$1,500, with an assistant at \$1,000 per annum.

COUNTY SUPERVISORS.

In 1869 the teachers' institutes were reestablished by law, and a board of county supervisors created, one in each county, with an official term of three years. It was their duty to visit the schools frequently, to note the condition of the school buildings, the efficiency of the teachers, methods of instruction and branches taught, text-books, and apparatus used, and the discipline, government, and general condition of each school.

The county supervisors were required to assist the State superintendent in holding teachers' institutes, and to organize county and town associations wherever desirable. They were especially prohibited from acting as agent for any publishers of school books. With the State superintendent as secretary, the supervisors constituted a board of education, which was required to hold a session at the capital during the session of the legislature.

Under this act appointments were made as follows: For Androscoggin County, C. B. Stetson; Aroostook, W. T. Sleeper; Cumberland, J. B. Webb; Franklin, A. H. Abbott; Hancock, C. J. Abbott; Kennebec, W. H. Bigelow; Knox, A. R. Abbott; Lincoln, D. S. Glidden; Oxford, N. T. True; Piscataquis, W. S. Knowlton; Penobscot, S. A. Plummer; Sagadahoe, D. F. Potter; Somerset, G. W. Hathaway; Waldo, N. A. Luce; Washington, W. J. Corthell; York, C. H. Milliken.

The State superintendent issued detailed instructions as to the duties of the county supervisors, among which are some that indicate what was designed to be effected by these officers. They were directed "to hold meetings of teachers, committees, and educators in every town visited for the purpose of communicating instruction and improved methods of teaching; to ascertain difficulties in the way of success, and in general for mutual consultation in the interest of common schools. They were also advised to "meet the people as often as possible for talk on various school matters, according to the wants of particular localities." It was even urged that the supervisors should "make frequent use of the county papers and the press generally," and they were reminded that "a column of educational intelligence will indicate life in the educational body, and will exert a widespread influence through the community."

A new impulse was given to the schools by this new agency of inspection. Twenty-nine teachers' institutes of one week each were held, at which 2,650 teachers were present. At the close of each institute examinations were held and certificates granted. A greater public interest was aroused and the importance of having competent teachers became more widely felt. Classification in the schools was improved, and the average number of classes in country schools reduced from 25 to 16. In the school report for 1869 the working of

this new board of education is declared to have been a success and an invaluable aid to school supervision.

The reports of the county supervisors fill 46 pages of the State superintendent's report, presenting not only a record of faithful work, but also making known to the public the exact condition and educational needs of each portion of the State. Thus, the supervisor^a for Washington County, W. J. Corthell, reports having visited 172 schools in 30 towns of that sparsely settled portion of the State, and delivered 13 lectures to the people in the evening, besides holding 16 teachers' meetings in the various towns. He found fewer good teachers in the schools, and consequently a less number of good scholars, than the same schools contained twenty years before. Some towns had chosen school committees who were unqualified to examine teachers in any branch of knowledge whatever. In one town all the school money had for several years been used to pay the war debt.

Among the benefits resulting from county supervision the superintendent in 1871 reported: (1) Increased interest among the people; (2) improvement in scholarship of teachers; (3) more intelligent town supervision; (4) increase in the average attendance, from 42 per cent in 1868 to 50 per cent in 1871; (5) raising the compensation of teachers; (6) furnishing a competent body of instructors for the institutes, which three years before the superintendent had not been able to find within the limits of the State.^b Mr. Johnson declares that the board of county supervisors, working in harmony with the State superintendency, accomplished more in three years for the schools of the State than any means before adopted had been able to effect. But the shortsightedness of ignorance, the jealous suspicion of political partisanship, and perhaps the disclosure made to legislators of the actual discreditable condition of the public schools in many localities, led to its abolition by the legislature of 1872. The "periodic epidemic of conservative retrogression," which had in 1862 caused the legislature to abolish institutes and normal schools, while it cut down the State superintendency to skeleton limits, at the end of a decade now visited the legislature of 1872 with its malarial influence, carrying away the most efficient school inspection ever exercised by the State.^c

The expense of maintaining public schools in the State in 1873 is given as \$1,162,459. A decrease of 14,150 in the school population during the preceding ten years is reported by the State superintendent, the diminution having taken place chiefly in the rural portions and in villages where business growth has been slow or diminished. The suggestion is made that the school money should be made to serve as an award for the number of youth educated, and not for the number of children raised, which might be done by apportioning the moneys according to the number of scholars enrolled in the schools, rather than by the number of children in existence in the town.

^a Maine school report, 1869, p. 141. ^b *Ibid.*, 1871, p. 81. ^c *Ibid.*, 1872, pp. 33-35.

FREE HIGH SCHOOLS.

Of the 71 academies and institutions of learning chartered by the State prior to 1871, only 37 made returns to the State superintendent that year, and 27 of these were reported as without sufficient revenue. The annual revenue desired from the State "to meet fair and reasonable demands" was computed to be \$18,500. As such aid, if given by the State, could afford only a local benefit, and as these institutions always required tuition from pupils, it was decided to place the State aid on a broader basis. Accordingly, by an act approved February 24, 1873, authority was given to any town to establish a free high school, and the State would pay one-half the cost of instruction, meaning by this, only the board and wages of teachers, providing the sum paid by the State should not exceed \$500, and that the towns should make special appropriation for this purpose, exclusive of the amounts required by law for common school purposes, and that tuition should be free. These were designed to be the people's high schools for a superior English and scientific education, excluding all primary classes, and affording the general culture demanded by the increasing wants of the times. A minimum grade of admission was established and the measure was at once received with general favor.

One hundred and fifty of these schools went into operation the first year after the passage of the act, and were attended by 10,286 pupils.

The State was called upon to disburse \$29,135 toward the expense of instruction, while the entire amount expended in maintaining the schools was \$83,524. At the close of 1875 Superintendent Johnson says:

Our free high-school system has now been three years on trial, and has conclusively demonstrated the wisdom of the State in establishing it. Besides opening to large numbers of our youth sources of culture not otherwise attainable, they have had a marked influence upon the common schools in giving them better teachers and inspiring their pupils with new incentives to work in the desire to qualify themselves for admission to the high schools. In my opinion, no portion of our school expenditures has been more profitable than that for the free high schools.^a

Even stronger approval is given in 1877 by Superintendent Corthell in a powerful argument in favor of the system. He notes its effect in elevating the standard of the common school, in furnishing better teachers, and in awakening and stimulating the scholarly spirit of pupils.^b

Superintendent Luce reports in 1878 no material decrease either in the number of free high schools, in the pupils attending them, or in the amounts expended for them, notwithstanding the hard times which had marked the preceding year. Schools were held in 150 towns, attended by 11,849 pupils, and \$106,557 was expended for

^a Maine school report, 1875, p. 39.

^b Ibid., 1877, pp. 13-19.

instruction, of which sum the State paid \$35,827. This is regarded by him as "conclusive evidence of their popularity, and that they are doing a work which the people will not willingly have left undone."^a

The strong testimony of these three officials, who spoke from their long acquaintance with the schools of the State, did not prevent the short-sighted legislature of 1879 from suspending the operation of the act of 1873 for one year.^b Though this was done in the pretended interests of economy and of a reduction of State expenditures, the usual full appropriation for schools was made, amounting to \$37,000. Of this amount the State superintendent declares that only about \$15,000 was put to educational uses, and a large portion of the remainder was used for other purposes. The original law came into force again at the expiration of one year, February 28, 1880. The legislature of 1880 amended the act in several important particulars. The maximum amount of State aid payable to any one town supporting free high schools was fixed at \$250 instead of \$500, and the course of study was modified by prohibiting the teaching of the ancient and modern languages at any expense to the State, except where the schools formed part of a graded system. This act received the governor's approval on March 18, too late for most of the towns to take advantage of it by action at their annual March meetings. Yet it was found at the end of 1880 that free high schools had been maintained in 86 towns at an expense of \$59,059, of which \$13,813 was paid by the State.^c

Since that time the act has been in operation, with no change in its provisions beyond fixing the time for making returns in June instead of December, and a modification of the course of study so as to—

embrace the ordinary English academic studies, especially the natural sciences in their application to mechanics, manufactures, and agriculture; but the ancient and modern languages shall not be taught therein, except by direction of the superintending school committees having supervision thereof.^d

The growth and improvement in the character and efficiency of the free high schools has been constant since their reestablishment in 1879. In the words of Hon. N. A. Luce

they are now evidently permanently fixed in our public school system beyond peradventure of further suspension or of abolition. And it is to be hoped, and may be confidently expected, that they will continue to grow steadily in public favor till at last they shall be made compulsory in every town in the State whose population will warrant their maintenance.^e

From a comparative statement made in the report for 1891, we find evidence of the growth of popular interest in these schools during the

^a Maine school report, 1878, pp. 30-43.

^b Acts and Resolves, 1879, p. 137.

^c Maine school report, 1880, pp. 49-51; Acts and Resolves, 1880, chap. 229.

^d Acts and Resolves, 1880 and 1887, chap. 100.

^e Maine school report, 1887, p. 21.

ten years preceding. The number of towns maintaining free high schools has increased from 100 in 1881, to 228 in 1891; the total expense from \$69,469 to \$147,575; the State's share of such expense from \$16,910 to \$39,521; the aggregate number of weeks from 2,344 to 5,406; the aggregate attendance from 7,792 to 15,739 and the average attendance from 5,592 to 12,836.^a This increase has been constant and almost uniform year by year, and the limit of growth has not yet been reached.

ABOLITION OF THE DISTRICT SYSTEM.

At the annual meeting of the Maine Pedagogical Society, in December, 1892, its council was instructed to petition the legislature to abolish the district system. Under that system the schools were in many cases both expensive and inefficient, because extremely small. Under the town system such schools will be consolidated and much expense saved. The average length of the school year may thus be raised without expense from twenty-one to twenty-six weeks. Under the district system teachers are employed by agents who are incompetent to judge of the qualifications of teachers and to whom the teachers have no responsibility. The town system will tend to substitute merit for favoritism as the basis of appointment of teachers. It will also make possible a better system of supervision. Where the district system prevails no systematic course of study can be persistently carried out from year to year. In many schools the scholars begin at the same place and go over the same ground term after term with each new teacher. These and other defects of the old district system were urged upon the attention of the legislature, and a vote obtained February, 1893, to abolish that system.

SYNOPSIS OF NEW SCHOOL LAWS OF 1895, WITH EXPLANATIONS AND COMMENTS.

[Educational Department, Augusta, May 21, 1895.]

STATE CERTIFICATION OF TEACHERS.

The legislature during its last session enacted several laws of special interest to teachers and school officers. Among the most important are the following: The State superintendent of schools is required to hold public examinations of candidates who desire to receive State certificates. These certificates may be granted for a term of years or for life. A list of persons who pass satisfactory examinations will be kept at the office of the State superintendent, and copies of the same will be sent to any school officer on application. These certificates will authorize the persons holding them to teach in the public schools of the State, without examination by school committees or superintendents.

The above act admits of more being done that will assist in advancing the schools of the State to the standard they should attain, and by so doing correspondingly elevate the teaching profession, than has been accomplished under any law relating to the common schools that has been enacted for many years.

^a Maine school report, 1891, p. 15.

It is the intention of the State superintendent, if a sufficient number of persons present themselves as candidates for State certificates, to hold at least one examination in each Congressional district during the present year. These examinations will be held on the same date, and they will be uniform throughout the State. Any person who has taught school successfully for six terms of not less than ten weeks each, may be a candidate for a State certificate.

The certificates issued may be probationary or for life, as the scholarship and skill of the candidate as shown in the schoolroom warrant. They will be of two grades, namely: (a) First grade, and (b) second grade. A first-grade certificate will authorize the person holding the same to teach in any public school of the State. A second-grade certificate will authorize the person holding the same to teach in any public school of the State, except in the free high schools and the normal schools of the State. Probationary certificates will be granted for a term of three years, and may be renewed for a like term by the indorsement of the State superintendent on the back of the certificate, with the date of the indorsement affixed thereto.

Candidates for second-grade certificates will be examined in reading, orthography, penmanship, arithmetic, geography, English grammar, composition, United States history, American and English literature, civil government, business forms, physiology, hygiene, the elements of the natural sciences, theory and practice of teaching, and the school laws of Maine.

Candidates for first-grade certificates will be examined in the above-named subjects, and in addition thereto in algebra, geometry, botany, zoology, geology, chemistry, physics, astronomy, general history, rhetoric, political economy, psychology, French, German, Latin, and such other studies, or so many of them as will enable the candidate to demonstrate his fitness to teach in a high school which prepares students to enter our colleges and the technical schools of other States.

Life certificates of both grades will be granted to persons who attain a satisfactory rank in their examinations, and who exhibit marked skill in instruction, management, and discipline in the schoolroom.

Teachers who contemplate taking either of these examinations are requested to send their names and post-office addresses to the State superintendent at an early date. Upon receipt of this information, blank applications will be sent to candidates for them to fill out and return to this department.

As soon as a sufficient number of persons have returned these blanks, indicating their desire to be considered as candidates for State certificates, the State superintendent will announce the date and places for holding these examinations.

At an early date a circular will be prepared, stating in detail the topics that will be included in the examination in each subject, with some suggestions as to the preparation that should be made by the applicant. It will also be indicated to what extent credit will be given for college and other diplomas, with such other facts and explanations as seem to be necessary.

The candidate will also be informed as to what testimonials should be filed at this office, and what previously prepared work will be accepted and considered in making up the estimate of one's right to receive a certificate.

There are many ways in which the possession of these certificates will be of advantage to the teachers and the schools of the State. They will give an added dignity to the profession, set a higher standard of admission to its ranks, make the tenure of office more secure, insure better pay for a better service, form a State list of eligible teachers, make a permanent record of the names of the progressive teachers of the State, provide superintendents and superintending school committees of ambitious towns with copies of this list, thus placing the best teachers in direct communication with the school officers who are willing to pay for a high grade of work. These changes will tend to secure for the competent teachers of the State the most desirable positions.

Everything which helps to make better teachers, in increasing proportion, makes the best schools.

Teachers who do not hold certificate from the State superintendent must be examined by the superintending school committees, as provided in section 87 of chapter 11 of the revised statutes of Maine, as amended.

SUMMER SCHOOLS FOR TEACHERS.

The legislature also provided for holding at least three summer schools for teachers during the years of 1895 and 1896. The objects sought to be accomplished through these agencies were to give instruction in the common English branches, physiology and hygiene; to furnish an opportunity to acquire a better knowledge of facts that one needs to know to give instruction in what have come to be known as "nature studies," and to conduct class exercises in music, drawing, civics, physical culture, literature, and such other subjects as demand special attention in the common schools. Also to give teachers better ideas of their work, some definite information as to the methods used in the best schools, and thus inspire them to better fit themselves to perform the work which is committed to their care.

The following prospectus was issued:

It has been decided to hold summer schools at the places named below. It is expected that the school at Orono (Maine State College) will open July 15, 1895; at Foxcroft (camp ground) August 12; at Northport (camp ground) July 29; at Fryeburg (camp ground) July 15; at Saco (Thornton Academy) July 23; and at Turner (Grange Hall) August 5.

The following is a list of the subjects that will be considered, and an outline of the work that will be attempted in each, in these several schools, with the exception of the school at the Maine State College. The instruction at this school will include field and laboratory work in botany, geology, physics, and chemistry, and advanced work in literature, civics and domestic economy. For further information as to the topics to be taught in each subject and a list of the instructors in the Orono School, please apply to President A. W. Harris, Orono. All of the topics outlined below will not be given in any one school, but the work will be varied as the needs of the several schools seem to demand. The following synopses will give one a general idea of what it is proposed to do.

Zoology.—In this subject a few typical animals will be carefully studied—their external features noted and dissections made. Special attention will be given to laboratory methods, and the use of apparatus and manuals.

Mineralogy.—This work will begin with preliminary lessons on the properties of minerals; laboratory study of common minerals, with special attention to means of recognizing these; collections of local varieties and discussion of occurrences and uses.

It is the expectation that enough work will be done in each subject, so that any teacher who so desires may be able to continue the study alone.

In addition to the above, the instructor will organize a private class in geology, which will do field work in the surrounding region. Instruction will be given in the construction of geological maps. The local geological features, such as minerals, ledges, quarries, glacial phenomena, soils, rivers, valleys, etc., will be studied. This work will be wholly out-of-door, and suggestions will be made as to how similar studies may be made in any locality. The fee for this course will be \$5.00.

Physics.—The work in physics will be such as is suitable for rural schools and schools below the high school in cities. It will be wholly experimental, and the apparatus that will be used may be duplicated by any teacher at a trifling expense.

Simple illustrations of the fundamental principles in mechanics of solids, hydrostatics, pneumatics, and heat will be given. If time will permit, some attention will be given to magnetism and electricity.

Botany.—This work will be so conducted as to enable teachers to recognize and classify some of the common plants of Maine. Careful attention will be given to the parts of the plant, and its characteristics, habitat, and uses. A thorough study of the germination and growth of a selected list of plants will be made.

Literature.—The work in literature will include a discussion of what to read, and class instruction in interpretation of English classics. This work will be so conducted as to assist in developing the imagination, and training the student to see the beauties, recognize the force of expression, understand the thought, and appreciate the pictures and portraits contained in the selections studied. Some time will also be given to drill in reading, and directions for and practice in the writing of clear and vigorous English. The teachers are requested to bring with them the following books if they have them in their libraries: Shakespeare's Merchant of Venice, Wordsworth's poems, Longfellow's poems, Addison's Sir Roger De Coverly Papers, and Irving's Sketch Book.

Civics.—In civics, the origin and growth of civil government will be considered. The town, the county, the State, and the nation will be studied, in their organization and the administration of their civil affairs. The duties and powers of the officers of each and the rights and duties of the citizen will be outlined somewhat in detail. Directions as to what means to use and what methods to adopt to make this work interesting and valuable in the common schools will be given. There will also be presented, in this connection, illustrations of how to study current topics.

Child study.—The object of the work in "child study" will be to help the teachers to know the child—physically, intellectually, and morally—by indicating the ways in which to study his aptitudes, deficiencies, and tendencies. Suggestions will be given for observing the child in the street, on the playground, and in the class room, and for studying him in all his experiences—in all of his work and play—that the teacher may aid him to accomplish, in the best way, the work that nature or necessity has decided he is to do.

Primary methods. The work in primary methods in reading, language, number, and geography will include an outline of the topics to be taught, the methods to be used together with suggestions, directions, and helps in teaching these subjects. It is intended to make this work of such a nature that the teachers in the common schools can use it in their class-room instruction.

Manual training. The instructor in manual training will devote the most of his time to explaining and teaching the principles, application, and importance of mechanical drawing, including the elements of third-angle projection, drawing to scale, and dimensioning.

Teachers will also have an opportunity to practice elementary bench work in wood, consisting of a series of models systematically and progressively arranged, involving not only the most important mechanical principles, but their application to the educational theory of the age.

Arithmetic. The most of the time in this subject will be devoted to giving the teachers clear conceptions of the methods to be used and the thought that is represented by the use that is made of the material that is placed in the hands of the children. A careful explanation will be given of the principles upon which the work is based. The class work will consist of songs, games, physical exercises, lessons in color, direction, and observation. Also lessons in type forms, modeling, group work, and illustrative building. Some attention will be given to number work, geometric forms, and outline drawing with sticks. Talks will also be given on nature studies and how to use stories.

Drawing.—The work in drawing will embrace illustrative exercises in presentation, teaching, dictation, and drill, covering the required work in drawing through the first nine years of school life. Exercises in construction, representation, and decoration will be taken with the class, with a view of suggesting methods of teaching each, and of showing the necessity of careful distinction between teaching and training. The work will also include a study of type forms with reference to facts, appearance, and arrangements; the representation of type forms developing the foundation principles of perspective; the decoration of type forms developing elementary principles of decorative design. There will also be instruction in drawing from objects, paper folding and cutting, stick laying, and lessons in color. If time permits, work may be arranged for a class in problems in perspective.

Music.—The work in music will include methods of teaching this subject in all grades of the common schools, together with a study of music itself and of the characters and symbols used to picture it. The instruction will embrace scale practice, rote songs, beating time, time names, chromatic scale, study of intervals, formation of major and minor scales, music in two and three parts, writing of exercises, chorus conducting as applied to advanced classes, harmony, and theory.

Voice culture and expression.—The work in these subjects will be largely in the form of daily drills in the principles of physical culture, voice culture, and reading, interspersed with short talks and lectures on the laws, causes and effects underlying expression of thought and emotion. In physical culture the exercises will consist of bodily movements without use of apparatus. In voice culture the drill will seek to develop harmony and volume of tone. In reading, the instruction will be confined largely to drill in rendering selections from standard authors.

Physiology, hygiene, and temperance.—It will be the aim of the instructor in these subjects to help the teachers to such facts, and supplement them with such suggestions as to methods of using them as will enable the teachers to give their pupils intelligent ideas of the functions, care, and training of the body, and to develop in them such an aversion for alcohol and narcotics that the use of these poisons will represent to them now, and in the future, evils to be condemned and shunned.

Physical culture.—The work in this subject will be given in the form of class exercises, the teachers acting as members of the class. The work used will be adapted from the Ling System, such exercises being selected as are suitable for use in the common schools.

Advanced history and geography.—Carefully prepared topic outlines, directions, and suggestions will be furnished for class-room work in history and geography.

Reference books, dictionaries, etc.—Some time will be devoted to giving instruction in how to use reference books and dictionaries, and what books to read and how to read them.

Special features.—The regular exercises will be suitably varied by round-table talks, excursions, socials, and concerts. These entertainments and diversions have proved attractive in the past, and arrangements have been made to make them still more useful in the future.

INSTRUCTORS.

Arrangements have been made with the following-named persons to serve as instructors in the work outlined for the several summer schools:

Nature studies.—Prof. W. H. Hartshorn, Bates College; Principal Harry Landes, Rockland High School, and assistant on United States Geological Survey for 1891-1893; Prof. Daniel E. Owen, instructor in science in Thornton Academy, and W. G. Mallett, instructor in science in Farmington Normal School.

Civics.—Prof. William McDonald, Bowdoin College; and Superintendent G. A. Stuart, Lewiston.

Literature.—Prof. A. J. Roberts, Colby University.

Sanitation and recognition of common minerals.—Prof. F. C. Robinson, Bowdoin College.

Primary methods.—Miss Adelaide Y. Finch, principal of Lewiston Training School.

Music.—Dr. Luther Whiting Mason, author of Mason's System of Music; N. L. Mower, instructor in music in the public schools of Auburn; A. E. Bradford, instructor in music in the public schools of Everett, Mass.; and Miss Emelie L. Phillips, instructor in music in the public schools of Rockland.

Manual training.—W. C. Holden, director of school of manual training, Portland.

Kindergarten.—Miss Lucy Harris Symonds, Boston.

Voice culture and expression.—Prof. F. A. Metcalf, Emerson College of Oratory, Boston.

Drawing.—Miss Katherine Halliday, Gorham Normal School; Miss Cora Greenwood, graduate of Massachusetts Normal Art School.

Physical culture.—Miss Jennie M. Colby, Gorham Normal School; Miss Edna Traak, graduate of Boston School of Gymnastics.

Physiology, hygiene, and temperance.—Mrs. George F. French, Portland.

Advanced work in geography.—Dr. E. E. Philbrook, Castine Normal School.

Child study.—State superintendent of schools.

LECTURES.

The following named persons have been secured for evening lectures: Prof. George C. Chase, president of Bates College; Dr. A. W. Harris, president of Maine State College; Prof. F. C. Robinson, Bowdoin College; Prof. A. J. Roberts, Colby University; Principal W. J. Corbell, Gorham; Principal A. F. Richardson, Castine; Hon. Fred Gowling, State superintendent of schools, New Hampshire; Rev. J. H. Parshey, Rockland.

The instructors named above are specialists who will give, in a few weeks, some of the winnowed wisdom the years have taught them. Such schools must be an inspiration to every earnest teacher. The instruction that will be given must broaden and strengthen every faithful teacher. To be brought in contact with the experts of one's profession, to feel the influence of their personality, and to be given an opportunity to study their methods, must be stimulating to the progressive teacher.

Not only will the teachers be able to add to their information and have an opportunity to observe the best methods of instruction, but they will also be placed in a position where they will come in contact with superintendents seeking the services of skillful teachers. Every teacher of experience will realize the advantages that will accrue to her from such opportunities.

There will be no charge for tuition for the regular work of these schools. Arrangements have been made for instruction in advanced work in the sciences at the school in Orono, and a small fee will be charged for the use of the laboratory and the materials that are supplied.

Board can be obtained at all of these places at low prices. Those who desire to board themselves can arrange to do so on reasonable terms. The railroads will make special rates to members of these schools.

For further information as to board, rooms, cottages, etc., address President A. W. Harris Orono; Prof. E. L. Sampson, Foxcroft; Mr. M. C. Hill, Belfast (for

Northport school); Mrs. N. Waterhouse, 7 Russell street, Portland (for Fryeburg school); Superintendent John S. Locke, Saco; or Superintendent J. H. Conant, East Turner.

DOCUMENTS AND SUGGESTIONS FOR TEACHERS.

The legislature made provision for preparing for distribution courses of study, outlines of topics, suggestions and directions concerning the work to be done, and the management, discipline, and methods to be employed in the public schools, for the purpose of promoting better systems of instruction.

The object of this resolve is to enable the State superintendent to place in the hands of superintendents and teachers an approved course of study; to furnish them with lists of books, papers, and magazines that give the best and latest discussions of schools and schoolroom work; to help them to a knowledge of the books that will aid them in interesting their pupils in subjects outside and beyond text-books, and thus help to continue the work of the school in the home and assist in forming habits of reading and study; to furnish them with such information as will enable them to become familiar with the best schools, the work they are doing, and how it is being done; to inspire the teachers of Maine with a desire to be up with the times, and thus make their schools not only institutions of which we may be proud, but also powerful agents in promoting our general progress. It is hoped this work will aid in developing in the teachers of the State a greater interest in their profession and a better conception of what they owe their communities and the children.

If a small part of what is outlined above can be done, the wisdom of the legislature in making provision for the work will be fully vindicated.

NOT "SUPERVISOR," BUT "SUPERINTENDENT."

The word "supervisor" does not appear in the statutes as they stand at the present time, but the word "superintendent" is used to designate this officer. The superintendent may or may not be a member of the superintending school committee. The committee is at liberty to elect any person it desires to the office of superintendent, and the person so elected performs the duties, and has the powers formerly performed by, and granted to, the supervisor, under the act of 1893. The committee does not need to ask the permission of the town to elect a superintendent, nor is the town authorized to elect this officer.

Small as this change is, yet it is large enough to permit and encourage towns to unite in employing a trained superintendent, and, by so doing, secure competent supervision without additional cost to each town. The extent to which the efficiency of the schools may be increased because of this change was probably not fully realized by even the authors of the amendment.

PARENTS MAY FURNISH TEXT-BOOKS.

The legislature further provided that any parent may procure, at his own expense and for the exclusive use of his child, the text-books he is required to use in the public schools.

Some parents are unwilling that their children should be given books that have been used by other children, and, by this use, more or less soiled. They prefer to furnish the necessary books at their own expense. This law permits them to do this without receiving permission from the school committee.

A WORD OF COMMENT.

The last session of the legislature of Maine easily leads the thirty-odd Commonwealths of the Union that have been making laws during the past winter, in the wisdom of its legislation on school matters. The members of our present law-making body have demonstrated the fact that they are not wanting in public spirit, an intelligent grasp of the situation, and the ability to devise the ways and means to begin to place the schools of the State on the broad basis upon which they should stand. The session of 1895 will be distinguished for the broad intelligence and rare judgment of its legislators, and the far-reaching results of its legislation in the interests of the common schools.

W. W. STETSON,
State Superintendent of Schools.

Chapter II.

EDUCATIONAL ASSOCIATIONS.

A State convention of teachers and friends of education was held at Augusta during the session of the legislature in the winter of 1846. Its chief work was to memorialize the legislature, asking for the establishment of a board of education as a means of improving the deplorable condition of the common schools. The appeal was successful and the board duly constituted. The interest awakened by the measures adopted and the vigor infused into the school system of the State by the wise energy of the secretary, led to the formation of numerous county associations, which were held with varying frequency for several years. Many towns also had their associations, with meetings for consultation and discussion held monthly. ^a

MAINE EDUCATIONAL ASSOCIATION.

No general convention of the teachers of the State was held until 1859, when at a meeting in Waterville, November 16, a constitution was adopted and permanent organization effected. The Maine Educational Association held sessions, at which educational papers were presented and discussed, at Augusta in 1860, and at Portland in 1861. The fourth annual session was held at Bangor in November, 1862, and two sessions were held in 1863, one at Augusta in January, and one at Bath in November. These meetings were thought to be of great profit, yet several years were now allowed to pass without a session. The association was revived at Lewiston in November, 1867, and a new constitution adopted which continued in operation fifteen years. The State superintendent, Rev. Edward Ballard, D. D., was chosen president. The success of this meeting and the spirit manifested were highly encouraging to the friends of education. Gen. J. L. Chamberlain, governor elect, strongly urged upon the legislature the necessity of a forward movement in the educational interests of the State. The opposition to the State superintendency was overcome. The second meeting was held at Augusta, November 23-25, 1868.

In November, 1869, a three days' meeting of the association was held at Bath, characterized by a large attendance and the practical topics discussed. An appropriation of \$300 was made by the State to

^a Maine school report, 1876. Thomas Tash. Historical sketch. In Proc. Me. Pedagogical Soc., 1881.

enable the association to continue its work. In the previous year \$200 was appropriated. The session of 1870 was held in Augusta, that of 1871 in Portland, where over 200 teachers were present. Resolutions in favor of the "mill tax" bill and of "free high schools" were passed, the former of which became a law the next year, and the latter the year following.

The sixth annual meeting was held in Bangor, October 22-24, 1872. Resolutions were adopted in favor of abolishing the district system, and the introduction of music and drawing into the schools. Resolutions declaring the great importance of normal schools, and recognizing the free high-school system as meeting a demand of the times, were passed at the Waterville session in November, 1873. A summer session was next held in Rockland, in August, 1874, but was not so largely attended. The association returned to its first practice, and held the meeting of 1875 in November, at Augusta. The centennial educational exhibit of the State was here organized by State Superintendent Johnson, and placed in charge of a committee of educators from all parts of the State.

At this meeting Mr. C. C. Rounds proposed the formation of a "professional organization of teachers," and preliminary steps toward that end were taken. The association next met at Bath, December 27-29, 1876. Among other resolutions adopted were the following:

Resolved. That no persons should be authorized to teach in our common schools except those who have had special preparation for such work in some higher institution of learning, and are at least 18 years of age.

Resolved. That the introduction of free text-books into the common schools of the State would be a public benefit, and that we, as an association, recommend to each city and town the adoption of this plan.

Resolved. That we recommend to the next legislature the enactment of a law providing for the establishment of city and town libraries throughout the State.

The association met at Lewiston, December 27-29, 1877, in such numbers as to warrant a division into high, grammar, and primary sections for departmental work. Resolutions were adopted urging examination of teachers by county or State boards, and the distribution of the State school fund on the basis of attendance rather than of census scholars. Similar resolutions were passed at the next meeting, held at Brunswick, December 26-28, 1878. The session of 1879 was held at Gardiner. The reestablishment of the free high-school law, which the legislature had just suspended for one year was strongly recommended. The law was revived at the next session of the legislature. The fourteenth meeting of the association was held at Pittsford, December 29-31, 1881, at the same time with that of the Maine Pedagogical Society. The fifteenth and last annual meeting was also held in connection with the same society, at Biddeford, December 29-31, 1882. Resolutions were adopted declaring the organization of county educational associations one of the most hopeful signs of progress; affirming that the district system had outlived

its usefulness; denouncing the practice, common in small districts, of making six or eight weeks the length of the school year; and favoring temperance instruction in the public schools.

The new professional society of educators had now become permanently established, and the need of two organizations, composed in great part of the same individuals, was no longer apparent. Accordingly the Maine Educational Association was given up, by the adoption of the following resolution presented by Thomas Tash, of Portland:

Resolved, That the officers of this society be authorized and directed to collect and pass over to the officers of the Maine Pedagogical Society for safe-keeping, and for the use of that society, all the records, funds, and other property belonging to this association, and that no further meetings of this society be hereafter called.

The association was in active operation during an important period in the history of education in Maine. It furnished over 100 lectures and essays at its meetings in important centers of population throughout the State. In these papers and the attendant discussions the views of experienced progressive educators were brought before large numbers of young teachers with good effect. Its resolutions were of great weight in determining public opinion and legislative action.

The office of president of the association was held by Edward Ballard, D. D., State superintendent, 1867-68; A. P. Stone, principal Portland High School, 1868-69; J. H. Hanson, principal Waterville Classical Institute, 1869-70; C. C. Rounds, principal Farmington Normal School, 1870-71; Thomas Tash, superintendent Lewiston schools, 1871-72; C. B. Stetson, superintendent of Auburn schools, 1872-73; G. T. Fletcher, principal Castine Normal School, 1873-74; A. A. Woodbridge, 1874-75; S. Libbey, Orono, 1875-76; Albro E. Chase, principal High School, Portland, 1876-77; Prof. H. L. Chapman, Bowdoin College, 1877-78; Rev. A. W. Burr, principal Hallowell Classical Institute, 1878-79; W. J. Corthell, principal Gorham Normal School, 1879-80; President M. C. Fernald, State Agricultural College, 1880-81.

MAINE TEACHERS' ASSOCIATION.

At the annual meeting of the Maine State Educational Association in 1875 a committee was appointed to consider the desirability of forming a more distinctly professional society of teachers. This committee called a meeting of teachers at Lewiston February 4, 1876, at which Mr. C. C. Rounds stated the object of the movement. A plan of organization was adopted and a committee appointed to prepare a constitution and by-laws, to be acted upon at the next meeting. A board of officers, with J. H. Hanson, of Waterville, as president, was elected. A paper on the "Pronunciation of Latin and Greek" was read by Mr. Hanson. The next meeting was held at Bangor May 3, 1877. Several papers of great educational value were presented.

Hon. W. J. Corthell, State superintendent, paid a glowing tribute to the labors of his predecessor, Hon. Warren Johnson. A constitution was adopted,^a in which the object of the association was defined to be "to consider all questions relating to teaching as a profession and to education in its varied departments, and to endeavor to promote our usefulness to the public as teachers and school superintendents, and to elevate and strengthen the character of our profession." The membership was limited to "professional teachers of at least one school year's experience in teaching and school superintendents in active service."

C. C. Rounds was chosen president for 1877-78. The next annual meeting was held in Portland April 25-27, 1878, at which practical papers were read and discussed and an opportunity given for visiting the city schools. Rev. A. W. Burr was elected president for 1878-79. The final meeting of the Maine Teachers' Association was held at Waterville May 6-7, 1880. A number of papers were read and discussed and a report presented by a committee chosen at Farmington in September, 1879, recommending the organization of "an association which shall bear the same relation to teaching that other professional associations bear to their respective professions." This report, read by Prof. H. L. Chapman, was adopted, and in accordance with its suggestions the association voted to transfer all its property and effects to the Maine Pedagogical Society, and adjourned sine die.

MAINE PEDAGOGICAL SOCIETY.

This society, the outgrowth of the two educational associations which preceded it, was organized at Waterville May 7, 1880. The constitution then adopted declares the purposes of the society to be "the consideration and discussion of all questions relating to the organization and government of schools, methods of instruction, professional standards, and the principles which should control the policy and legislation of the State in respect to education."^b The professional character of the society is shown by its provisions with reference to members. Two orders of membership are recognized, corresponding to the different degrees of professional training and experience. Of the first order are "graduates of colleges who have had ten years of successful experience in teaching, and nongraduates who have had ten years of successful experience in teaching and are instructors in colleges, principals of normal schools, principals of preparatory schools, or of schools of an equal grade." Eligible to membership of the second class are "those who lack only length of experience to be eligible to membership of the first order: 1. Graduates of normal schools, and of seminaries and high schools certifying by a diploma to the completion

^a Proceedings Maine Pedagogical Society, 1880-1881.

^b Proceedings of the Maine Pedagogical Society for 1880-1881. Farmington, 1883. 12. (All published.) Maine school reports since 1883.

of a regular course of study of at least three years' duration, who have had two years of successful experience in teaching; 2. Graduates of seminaries and high schools who are also graduates of normal schools and have had one year of successful teaching; 3. Teachers of at least two years of successful experience, not included in any of the classes above described, who may be recommended by the advisory board." The membership was also extended to "superintendents of schools, and to persons, not teachers, who may be prominently connected with educational work." Applicants are required "to have read at least one standard work on pedagogics, including the history and philosophy of teaching."

Rev. A. W. Burr, principal of the Hallowell Classical Academy, was chosen president; Prof. H. L. Chapman, Bowdoin College, vice-president; Prof. E. W. Hall, Colby University, secretary and treasurer, with an executive committee of five and an advisory board of the same number.

A special meeting of the society was held in Lewiston October 15 and 16, 1880. At this meeting, Dr. C. C. Rounds spoke of the improvement in our schools within twenty-five years. Ex-Governor Dingley and State Superintendent Luce participated in the discussions. Hon. W. J. Corthell read a paper on "The employment of teachers by district agents," advocating a reform in the methods generally prevailing throughout the State. A committee was appointed to work in various ways to bring this matter favorably before the next legislature.

At the meeting in Pittsfield, December 31, 1880, the society met in joint meeting with the Maine Educational Association, at one of its sessions, and listened to an address in behalf of "Free high schools," by Hon. Nelson Dingley, jr. Two divisions were formed of the society at the Augusta meeting, October 13-15, 1881, at which papers were read simultaneously. The address of the president, Rev. A. W. Burr, had for its subject "The moral education of the pupil." The society adopted resolutions urging the importance of legislative enactment to secure a minimum school year for all the public schools of the State.

The proceedings of the society down to October 15, 1881, were printed in a small volume in 1883. It contains a list of members and abstracts of papers read before the society in 1880 and 1881, with a valuable historical paper by Supt. Thomas Tash, of Portland, read before the society at Bangor, May 26, 1882. It was the intention of the society to publish annual volumes of its transactions, but the plan was not carried into effect. In the appendix to the Maine school reports for 1885 and for 1888 are given the reports of the society's committees on arithmetic, by C. C. Rounds, principal of Farmington Normal School; on geometry, by Prof. C. H. Smith, Bowdoin College; on reading, by W. J. Corthell, principal of Gorham

Normal School; and on moral instruction, by President M. C. Fernald, of the State Agricultural College. Abstracts of the papers and discussions of 1886 appear in the report for 1886. The report for 1887 gives in full the address of the president, George B. Files, principal of the Augusta High School, on "The mission of the teacher," and other papers read at the meeting of that year. Three of the papers discuss temperance instruction. The Maine school report for 1888 publishes the reports of the society's committee on physiology, by H. M. Estabrooke; on geography, by Rev. B. P. Snow; on history, by G. C. Purington, principal of the Farmington Normal School; also, papers read before the society by Prof. J. D. Taylor, on instruction in Latin in preparatory schools; by Miss M. L. E. Shaw, on the aim of our primary schools; by Prof. E. W. Hall, on the teacher and the library; and a memorial of Rolliston Woodbury, by Dr. C. C. Rounds.

The report for 1889 prints the society's papers on promotion of pupils, by G. B. Files; temperance instruction, by Mrs. G. F. French; education through the hand, by Miss Anna Barrows; on school superintendence, by Fannie P. Hardy, W. P. Thompson, and Rev. B. P. Snow; on purposes and methods of recitation, by O. H. Drake and A. M. Thomas; teaching patriotism, by Levi Turner, jr.; professional work, by H. M. Estabrooke; Greek in the high school, by M. H. Small; and a memorial of Thomas Tash, by W. J. Corthell.

The report for 1890 devotes 70 pages to the proceedings of the Maine Pedagogical Society at its eleventh annual meeting, giving in full all the papers and discussions of the session. The publication of the society's papers in the State school report is indicative of the superintendent's high opinion of the practical character of its work.

Chapter III.

BANGOR THEOLOGICAL SEMINARY.

One of the earliest education societies in the United States was the Society for Promoting Theological Education, formed at Portland in 1810. A charter was obtained for this society from the general court of Massachusetts February 27, 1812. Its corporate members were Rev. John Sawyer, Eliphalet Gillett, Kiah Bayley, Jotham Sewall, Francis Brown, William Jenks, Asa Rand, Edward Payson, Asa Lyman, David Thurston, Gen. Henry Sewall, and Ammi R. Mitchell, nearly all of whom were Congregationalist ministers. The purpose of the society is stated in the charter to be "raising a fund to assist those well-disposed young men that are desirous of entering into the work of the gospel ministry, but by deficiency of pecuniary resources are unable to prosecute a course of regular studies necessary to qualify them for a station so important and useful." This society had permission to make provision for theological instruction for a period of thirty years, and to hold property not to exceed the value of \$20,000. It was required by the charter that the persons for whom appropriations were made by this society should be of the Protestant religion.^a

The establishment of a literary and theological institution appeared to be the most direct means of effecting the chief object of the society. A committee was duly appointed to secure another charter for a theological school, which they obtained February 25, 1814. The corporators were Rev. John Sawyer, Kiah Bayley, Eliphalet Gillett, William Jenks, Mighill Blood, Asa Lyman, David Thurston, Harvey Loomis, Hon. Ammi R. Mitchell, and Samuel E. Dutton, esq., seven of whom are named in the preceding charter. These corporate trustees were empowered "to establish in the county of Hancock a literary seminary, by the name of 'The Maine Charity School,' for the purpose of promoting religion and morality, and for the education of youth in such languages and in such of the liberal arts and sciences as the trustees thereof shall from time to time judge the most useful and expedient for the purposes of the said seminary." It is expressly stated in the third section of the charter that "no one shall ever be a

^aGeneral and special laws of Massachusetts, Vol. V, p. 575.

trustee or hold any office in said seminary who is not a native-born citizen." It is further provided that the school may hold property the income of which does not exceed \$15,000.^a

The Maine Charity School continued to be the legal title of the institution until January 28, 1887, when an act of the legislature was obtained authorizing it to take the additional name of "Bangor Theological Seminary," by which it had long been known. The corporation is permitted to use both names, or either one of them, hereafter.

The terms of the charter may be interpreted to authorize the trustees, whenever they shall have the means, to establish not only a theological seminary, but an English or classical school, a teachers' seminary, or even a college, but with the limited income of \$15,000 a year. At the first meeting of the trustees, held at the house of Maj. Samuel Moor, in Montville, May, 1814, Rev. Edward Payson was elected president; Rev. Eliphalet Gillet, vice-president; Rev. Kiah Bailey, secretary, and Samuel E. Dutton, esq., of Bangor, treasurer.

It is characteristic of the missionary zeal of the founders that they decided to establish their school at some place near the frontier settlements instead of locating it in the midst of an older church-going community. An arrangement was made with the trustees of Hampden Academy, 5 miles from Bangor, and the seminary was opened at that place in October, 1816. During the first year it was under the charge of Mr. Jehudi Ashmun, since well known as the devoted agent of the Colonization Society in Liberia.

The original plan of the institution was intended to meet the wants of ministerial students who lacked collegiate instruction. The studies of the first two years were to be chiefly classical and those of the last two devoted to theological studies. In June, 1817, the seminary completed its organization, and Rev. Abijah Wines, of Newport, N. H., was appointed professor of theology; Mr. Jehudi Ashmun, professor of classical literature, and Mr. Ebenezer Cheever, preceptor of the preparatory school. The students lived in private families and assembled at the academy for instruction. In 1819 a lot of land in Bangor, containing about 7 acres, was given by the late Isaac Davenport, esq., of Milton, Mass., and the seminary removed to Bangor, where it now occupies the beautiful grounds included in the generous gift.

Bangor, now the third city in the State, was then a small town of about 1,200 inhabitants, without a meeting house, and dependent on a hall over a store at City Point for church accommodations. What was afterwards known as "the old court-house" was engaged for the use of the seminary. A chapel was built in 1823, which was occupied by the preparatory school, as well as for worship and recitations of the theological students. The building was destroyed by fire several years later.

^a General and Special Laws of Massachusetts, Vol. VI, p. 420. Historical address at the semi-centennial anniversary, July 27, 1870, by Enoch Pond, D. D.



BANGOR THEOLOGICAL SEMINARY.

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The second building erected was a commons house, finished in 1827. It served as a dormitory and boarding house for about ten years, until the large brick edifice was erected. It was then made into a double tenement, and has been occupied since by professors of the seminary.

The general dormitory was built ten years after this, with funds raised by the general conference of the Congregational churches of Maine. It has been much improved since, the grounds around it properly graded, and furnished with concrete walks and tasteful shrubbery. The building was renovated and thoroughly refitted in 1877.

The present commons hall was erected later. It is occupied by the students' boarding club, and by the matron and janitor with their families. A third dwelling house opposite the seminary grounds was purchased for a professor's residence, and a fourth erected in 1855 within the inclosure.

The chapel was dedicated in 1859. It contains, besides the chapel, lecture rooms, a reading room, the cabinet of curiosities belonging to the students' society of missionary inquiry, and the library.

The library consisted at first of the few volumes occasionally contributed by friends. The seminary had been in active operation fifteen years before any money was received for the purchase of books. More than forty years had elapsed when the generous fund established by the late Ichabod Washburn, esq., of Worcester, Mass., gave the library the nucleus of the \$12,000 fund it now has. The library has grown to be a valuable collection, numbering upward of 16,000 volumes, the whole admirably classified and arranged by the librarian, Prof. C. J. H. Ropes.

FINANCIAL HISTORY.

In its early days the seminary, having no endowment, was dependent on the gifts of its friends. The first considerable gift was from the ladies of the church in Newcastle, the sum of \$300 collected and forwarded by the wife of the pastor, Rev. Kiah Bailey, the first secretary of the board of trustees. Other donations followed, not only from friends in Maine but also from other States. In 1835 a subscription of \$100,000 for an endowment fund was started. The state of this subscription at the close of that year, as reported by the committee in charge, indicated that \$96,690 of this amount had been subscribed. Add to this the pledge of \$16,666.67 made by Philip Coombs, esq., of Bangor, and \$20,000 subscribed the spring before in Penobscot County, to endow the professorship of sacred rhetoric and ecclesiastical history, and we have a total of \$133,356 which had been subscribed to the seminary during the year.*

*American Quarterly Register, May, 1836, vol. 8, p. 360.

This liberal subscription, however, had been raised in a time of speculation and fancied prosperity. Reverses and disaster soon followed, with great depreciation of property. Many who had subscribed in good faith found themselves unable to meet their engagements, or even to pay their honest debts. The result was that not more than one-third of the subscription was ever collected and the seminary was again in straitened circumstances.

In 1847 occurred another crisis in the history of the institution. The departure of Professor Shepard, and probably that of the rest of the faculty, was averted only by the prompt completion of the endowment of his professorship. In the opinion of Professor Pond these subscribers, chiefly citizens of Bangor, led by Hon. G. W. Pickering with a subscription of \$5,000, saved the existence of the seminary, then threatened with disruption.

Another successful effort was made in 1849, resulting in the endowment of two other professorships by funds amounting to \$34,000. In these efforts to place the seminary on a firm basis it was demonstrated that it had already a firm hold on the denomination in Maine and elsewhere. Bequests amounting to \$15,000 were received from the Waldo family, of Worcester, Mass., and later the sum of \$40,000 from the Washburn family, of the same place. Among other liberal donations and legacies were \$5,000 from William E. Dodge, of New York; \$10,000 from Dr. Jacob Hayes, of Charlestown, Mass.; \$13,000 from Hiram and William Fogg, of New York; \$25,000 from Richard P. Buck, of Brooklyn, and \$30,000 from Henry Winkley, of Philadelphia. The names of Waldo, Fogg, Buck, and Hayes are now associated with four professorships as their founders.

The sum of \$10,000 was raised in 1892 to endow the Bond lectureship. Many of the donations to the funds of the seminary have been given for special objects, such as the library, erection of buildings, for scholarships, and very liberally for students' aid funds. The permanent endowment has not increased in like proportion and its income is still insufficient to meet the annual expenditures under the most careful management.

OFFICERS OF INSTRUCTION.

The professorship of sacred literature has been filled by Jehudi Ashmun, 1817-1819; Rev. Bancroft Fowler, 1819-1825; Rev. George E. Adams, D. D., 1827-1829; Rev. Alvan Bond, D. D., 1831-1835; Rev. Leonard Woods, D. D., LL. D., 1835-1839; Rev. Daniel S. Talcott, D. D., 1839-1881; Rev. Charles J. H. Ropes, 1881-82.

The professors of systematic theology have been: Rev. Abijah Wines, D. D., 1817-1819; Rev. John Smith, D. D., 1819-1831; Rev. Enoch Pond, D. D., 1832-1855; Rev. Samuel Harris, D. D., LL. D., 1855-1867; Rev. John R. Herrick, D. D., 1867-1873; Rev. William M.

Barbour, D. D., 1873-1877; Rev. Cyrus Hamlin, D. D., LL. D., 1877-1880; Rev. Lewis F. Stearns, D. D., 1880-1892.

The chair of sacred rhetoric has been ably filled by Rev. George Shepard, D. D., 1836-1868; Rev. W. M. Barbour, D. D., 1869-1875, and by Rev. John S. Sewall, D. D., since 1875.

Two professors have had charge of the department of ecclesiastical history: Rev. Enoch Pond, D. D., from 1855 to 1870, and Rev. Levi L. Paine, D. D., now the senior professor, from 1870 to the present time. Rev. Francis B. Denio was instructor in New Testament Greek from 1879 to 1882, when he was appointed to the chair of Old Testament language and literature. Prof. C. J. H. Ropes has served as professor of New Testament language and literature since 1882.^a

GRADUATES AND STUDENTS.

The first anniversary occurred August 2, 1820, when six young men received diplomas of the seminary and entered upon the work of the ministry. No class was graduated in 1821, nor in the years 1830 and 1833. The 68 classes which have gone forth between the years 1820 and 1890 have comprised 700 graduates from the full course and 200 who studied one or two years only. These men have been a faithful and useful body of workers, the majority of whom are still at their posts in pulpits of many denominations and of every grade of eminence.

The number of students in attendance in 1892 is 41, of whom two are from Turkey, one each from Syria, Japan, and England, and two from Scotland.

The plan of instruction has received several modifications. Originally designed to offer a four years' course, two years being devoted to classical studies preparatory to theological work, in 1827 the classical department was delegated to a separate instructor, the terms of admission were raised, and the course of study shortened to three years in conformity with that of the older seminaries in the country. This change strengthened the institution greatly, in the estimation of its friends.^b In the same year the American Education Society received as its beneficiaries such students as needed pecuniary assistance, and the general conference of Maine established a vital connection and interest in the seminary by accepting the invitation of the trustees to send a committee year by year to look into the affairs of the institution, attend its anniversaries, and report upon its condition and prospects. This continues to be done, and great benefit has resulted from the interest and intelligent supervision thus awakened.^c

^a General statistical catalogue, 1820-1890; Annual catalogues, 1868-1892.

^b American Quarterly Register, October, 1827, vol. 1, p. 23.

^c Minutes Maine General Conference, 1892, p. 122.

Up to 1833 no students had applied for admission who were graduates of college. The original purpose of the school to offer only classical instruction the first two years naturally deterred those from entering who had enjoyed the advantages of a college training. This feeling was not wholly overcome until several college graduates entered in 1833 and 1834. This action on their part was felt to be a sacrifice of personal feelings to a sense of duty, and Dr. Pond declares that these young men "did more to advance the interests of the seminary at that time than if they had given thousands of dollars." Still, the proportion of college graduates among the students has always been small, amounting in 1892 to only one-fifth. The provision for classical instruction at the seminary was terminated in 1836.

The students have themselves for many years managed the boarding department of the seminary, making their choice of a steward and matron, regulating the bill of fare and assessing the expense at the close of the term. The plan works admirably and reduces both expense and fault-finding to a minimum.

COURSE OF STUDY.

The present course of study covers three years and is distributed as follows:

Junior year.—New Testament Greek, Hebrew language, Old Testament theology and history, exegesis of New Testament, Biblical criticism, Bible history, mental philosophy, and rhetoric.

Middle year.—Theology, in its several divisions; church history to fourth century, exegesis in Hebrew and the New Testament, vocal culture, and oratory.

Senior year.—Church history from the fourth century; historical theology, the Reformation, church polity, homiletics and pastoral theology, exegesis of the Psalms in Hebrew and of the Epistle to the Romans.

Advanced courses are offered in Hebrew, Biblical Aramaic, Syriac, Assyrian, and Arabic. A course of pastoral lectures is also given during the year by experienced pastors of Congregational churches in Maine. The Bond lectureship, for which the Alumni have nearly completed an endowment of \$10,000, is intended to provide for competent discussion of subjects of vital importance at the time.

As reported in 1888-89, the seminary grounds and buildings are valued at \$65,000, and the amount of productive endowment funds is \$200,000, yielding an annual income of \$13,762, to which about \$1,000 may be added from other sources.

Report of the United States Commissioner of Education, 1888-89, p. 1173.

Chapter IV.

BOWDOIN COLLEGE.

By GEORGE T. LITTLE, Librarian.

ESTABLISHMENT.

Bowdoin College owes its origin to a widespread feeling among the people of Maine of the need of an institution for the higher education within their borders. The three eastern counties of Massachusetts—York, Cumberland, and Lincoln—which acquired by the action of the Continental Congress in 1778 the name of the district of Maine, had rapidly increased in population after the close of the Revolution. The census of 1790 reported, in round numbers, 100,000 inhabitants. A large part of these were natives of the western portion of the Commonwealth and accustomed to the educational facilities the older towns had long enjoyed. They desired similar privileges for their children. But they were poor, and the 100 miles that separated Portland from Boston was a more effective barrier than thrice that distance to-day. The higher education, if for any save the few wealthy families, must be had nearer at hand. The earliest recorded expression of this demand for a college came from Lincoln County, one of whose representatives in the general court offered in 1787 a bill for the establishment of Winthrop College.^a This bill failed of enactment. The next fall the justices of the peace of Cumberland County in their capacity as a court of sessions petitioned the general court for a college, quoting from the second section of the fifth chapter of the State Constitution.^b At the same time the Cumberland association of ministers sent a similar petition. This body was composed of Congregational clergymen, all save one graduates of Harvard College, and represented, with but three exceptions, all the churches

^a Journals of the Rev. Thomas Smith and the Rev. Samuel Deane, with notes by William Willis, page 370.

^b The first half of this section is, "Wisdom and knowledge as well as virtue, diffused generally among the body of the people * * * being necessary for the preservation of their rights and liberties, and as these depend on spreading the opportunities and advantages of education in the various parts of the country and among the different orders of the people, it shall be the duty of legislatures and magistrates in all future periods of this Commonwealth to cherish the interests of literature and the sciences and all seminaries of them."

that held religious services regularly within this county. These petitions were acted upon in several successive legislatures, but owing to lukewarmness and ill-concealed opposition on the part of representatives from the western counties, and also to disagreement among its friends as to its name and location, the act incorporating Bowdoin College to be located at Brunswick in the district of Maine was not signed by the governor until June 24, 1794. In at least one town, Hallowell, the people assembled in town meeting had formally instructed their representative to take all proper means to secure the granting of this charter. The result of this general desire for better educational privileges is also seen in the establishment of five academies in various parts of the district while the agitation for a college was going on.

PROVISIONS OF THE CHARTER.

The act of incorporation states the purpose of the institution to be the education of youth in the knowledge of languages, and of the useful and liberal arts and sciences, and the promotion of virtue and piety. It defines at length the officers and provinces of the two bodies associated in the government and regulation of the college. These are the trustees and overseers. The former board consists of not more than 13 nor less than 7, of whom the president and the treasurer of the college are ex-officio members. They have the right to remove any one of their number when, by reason of age or otherwise, he shall become incapable of discharging the duties of his office; to fill all vacancies; to hold real and personal estate, the net annual income of which shall not exceed "ten thousand pounds;" to confer such degrees as are usually conferred by universities; to elect the president, professors, and instructors, to fix their salaries and define their duties, and in general to act as the executive board of the institution. No action of theirs, however, has validity until it is agreed to by the overseers. These also form a corporate body, consisting of not more than 45 nor less than 25 persons, with a quorum of 15. They have the right to remove a member for incapacity or neglect of duty, to fill all vacancies in their number, to require an account of the treasurer of the college and to fix the amount of his bond, and, especially, to exercise the veto power mentioned in the preceding sentence. The seventeenth and closing section of the charter grants from the unappropriated lands belonging to the Commonwealth five townships, each 6 miles square, with the provision that the trustees or their assigns shall cause 15 families to be settled on each of these townships within twelve years. The customary reserve is also made in each township

By enabling acts passed by the legislatures of Massachusetts and Maine in 1891, and accepted by the boards of the college, this provision removed and the institution is not restricted as to the amount of funds it may hold in carrying out the purposes of its charter.

of lots of 320 acres each for the first settled minister, for the use of ministry, and for the use of the schools.

These provisions for the management of the college were probably influenced by those prevailing at Harvard, which then had a board of overseers, including the clergy of the vicinage as well as the members of the State senate. The disadvantages resulting from the conduct of college interests by two separate bodies were fully and forcibly stated at the very beginning of the century by President Timothy Dwight of Yale on the occasion of his visit to Brunswick in 1807.^a

The existence of a large board with no power to originate but with merely the right to negative the measures proposed by a smaller body renders the government "uncertain, prolix, and indecisive; furnishes room for the operation of multiplied personal interests, prejudices, intrigues, and unfortunate compromises, and, generally, prevents the order, energy, and decision attendant upon a single board." To secure the prosperity of a college a definite plan, embracing all its interests, should be carefully formed and closely followed. All who are to vote should both clearly understand this plan, and also have sufficient acquaintance with the affairs of the college to comprehend readily the relation of each new measure to the general scheme and its probable influence on measures already adopted. This he maintains can not be done by a large number of men busily employed in totally different concerns. Their votes will be governed by the impulse of the moment, by attachment to a friend, or by party prejudice. A public seminary so governed can never become prosperous, he concludes, save "by the peculiarly meritorious labors of a wise and vigorous faculty."

The evils foreseen and described have been realized on several occasions. Fortunately, during the period in which they were most noticeable, they were more than neutralized by the loyal and efficient group of men who then formed the teaching force, and whose formal title for many years was "the executive government." The number and the influence, however, of the overseers who have become acquainted with the needs and have kept themselves informed as to the interests of the institution have been so great, and the assistance they have rendered so material, that a recent proposal to do away with this board met with comparatively little approval. The experience of the college with reference to changes in its charter, as will appear later in this sketch, has also discouraged all attempts to modify it in any important provision.

ORGANIZATION.

Slow progress was made in the task of organizing the college. Eight years elapsed between the granting of the charter and the beginning of instruction. The two governing boards had different theories as

^a *Travels in New England and New York*, volume 2, page 212.

boards, which included those most prominent in the professions and in official station, were well represented as a matter of course. Visitors who came from as far as Boston and vicinity in their private carriages gave to the little village, with its sandy roads, an appearance of wealth and importance that it had never known before. At the close of the exercises diplomas were conferred on the seven young men who had completed the course, and also the ad eundem degree of A. B. or of A. M. on 14 recent graduates of Harvard, Yale, and Dartmouth, who had expressed the desire to become connected with the new institution. This first was also the last commencement at which President McKeen presided. A painful and lingering disease which kept him from his college duties for several months terminated his life July 15, 1807. His brief administration had been remarkably successful considering the difficulties under which he labored. Among the 44 students then enrolled, in whose education he had taken part, were Nathan Lord, for thirty-five years president of Dartmouth College; Charles Stewart Davis, prominent within his native State as an orator and lawyer, and two members of the legal profession who represented the Commonwealth in the National Congress.

PRESIDENT APPLETON'S ADMINISTRATION.

To fill the vacancy caused by President McKeen's death the trustees chose one of their own number, Hon. Isaac Parker, afterwards chief justice of Massachusetts, and for a number of years professor of law in Harvard University. Judge Parker had been actively interested in the affairs of the college, was a scholarly man and well qualified for the position, but his election was negatived by the lower board. The trustees then selected Rev. Eliphalet Nott, who had but just begun his long and famous administration of Union College. He, too, was rejected by the overseers. The third choice was the Rev. Jesse Appleton, D. D., then pastor at Hampton, N. H., and this was approved by the other board.

President Appleton was a native of New Ipswich, N. H., graduated at Dartmouth in 1792, and studied theology with Rev. Dr. Lathrop, of West Springfield, Mass. While yet a young man he had won a reputation for ability and scholarship and had been a prominent candidate for the Hollis professorship at Harvard. Of the esteem in which his parishioners held him evidence is given in the curious claim they made upon the college to be pecuniarily reimbursed for the loss of their pastor. Though not a controversialist, President Appleton was a leader on the evangelical side in the strife that was then beginning to separate the Congregational churches of New England. He brought to the president's chair a sense of personal responsibility for the moral, religious, and intellectual welfare of the young men connected with the institution which many would characterize as morbid, and which certainly led to excessive labor and anxiety.



MASSACHUSETTS HALL, BOWDOIN COLLEGE.

to the cause of this. The overseers claimed that the trustees were old and dilatory. The trustees maintained that the lack of money was the root of all the evils under which the institution labored; furthermore, if they were slow, the overseers were obstinate. The records seem to indicate that the latter were overanxious to have their own way in the matter of the size and cost of the first building to be erected. For this purpose they were willing to dispose of two of the five townships granted by the State, and their repeated vetoes of the more cautious proposals of the trustees delayed action. Again, some time was lost by the failure of each board to obtain a quorum for one important special meeting to be held at Brunswick. The real reason for the delay was inability to realize a sufficient amount of money from the unproductive lands granted by the State. "There was much land in the market selling at 20 cents [an acre] and even lower, and it was difficult to sell at any price."

To sell the college townships for a lower price than such property had obtained in the past and was likely to secure in the future, seemed an unwise course to the committee having the matter in charge. Fortunately, as the sequel proved, their conservative counsels prevailed.

In 1798 a beginning was made upon "a house for the use of the college," the building now known as "Massachusetts Hall." It was modeled after Hollis Hall, at Cambridge, and was to be completed as rapidly as the treasurer could pay the \$2,400 appropriated for its erection. The site had been chosen two years before, on the pine-covered plain to the south of the village of Brunswick. The 30 acres of land selected for the campus had been given by Col. William Stanwood and others, and 200 acres additional had been transferred to the college by vote of the town. But the market for wild land was even duller in the two following than it had been in the two preceding years, and in 1800 both boards voted to apply to the general court for a grant of money to enable them to carry out the purposes of their organization. This resulted in nothing. Fortunately the next year two townships were sold on favorable terms. Measures were at once taken for the early completion of Massachusetts Hall, and a special meeting was called for the election of a president.

STATE AID

The help of the State was so important a factor in the establishment of the college and its successful operation for a number of years, that it is one of the main things to be remembered, may with propriety be given a chapter to itself. The two townships mentioned in the charter were located and formally transferred to the college in 1796. They are now known as "Devoe" and "Sewall." Foxcroft, "Gorham," and

¹ Maine Reports, 1: 113. A. S. L. 1801, ch. 10, § 1, February 3, 1805.



MASSACHUSETTS HALL, BOWDOIN COLLEGE.

1

“Abbot.” Their cash value, if estimated by the average price per acre received by the Commonwealth for other land sold in that year, was \$18,630. The expenses of surveying and settling were considerable, but the amount eventually realized by the college from this charter endowment was far larger than the sum just stated. Over \$20,000 was received for Dixmont in 1801, and Foxcroft was sold for \$7,940 the same year. Sebec brought about \$14,000 in 1803. Guilford and Abbot were sold mainly in small lots directly to settlers, and, as many sales were canceled, it is impossible to state the net proceeds. In 1806, the town now known as Etna, was granted the college. Its value on the basis mentioned above, viz, the selling price of that year, was \$11,635. It is doubtful if so much was realized from it, but it permitted the erection of a large and much-needed dormitory. Two years later the legislature granted two more townships, which the college attempted in vain to dispose of without locating. In 1813 they were located in the tenth range, north of the Waldo patent, and are still known as the “Bowdoin College grant.” Their cash value at that time may be estimated at \$11,520. It was impossible to dispose of them to advantage till the land speculation in 1833, when they brought \$29,440. In 1804 the legislature gave Williams College and Bowdoin College “a residuum of land in Sullivan.” This land proved to be a succession of ledges, and was unsalable till 1832, when Bowdoin obtained \$2,000 for her half.

Much of the cash received from the sales prior to 1816 was necessarily employed upon the four college buildings which had been erected. The income, irregular and uncertain in its character, from the remainder of the proceeds and from private benefactions was insufficient to meet the current college expenses. For at least three years the president and senior professor remitted a large portion of their salary, which was, however, in the comparative prosperity of later years, returned to them. Under these circumstances, a lottery was proposed as a means of raising ready money, that had been successful in the case of other institutions. Fortunately for the record, if not for the wealth of the college, the lower board vetoed the project, and the request was not brought before the legislature. In 1814 came the much-needed money grant. A bank tax of \$16,000 a year, to be laid for ten years, was distributed between Harvard, Williams, and Bowdoin, the former receiving \$10,000, the two latter \$3,000. Each college was to receive one-fourth of the grant in defraying the tuition of worthy indigent students. To Bowdoin this annual \$3,000 was of incalculable benefit. It increased the number of students by placing an education within the reach of many young men from the newly settled towns, to whom the tuition charge of \$20 was in those days a formidable obstacle. It gave permanence to the teaching force of five, and fair promise of a future increase in the number of professors as the wild lands were sold. On the separation of Maine from

Massachusetts before the ten years had expired, provision was made for the continuance of this grant by the new State. It was renewed by the Maine legislature for the term of seven years from February, 1824, and was discontinued in 1831. The college, therefore, has received from the State \$51,000 in money, and has undoubtedly realized as much more from the lands bestowed upon it. The Medical School of Maine, a department of the college, has also received various grants at different times, amounting in all to \$20,000.

THE BOWDOIN BENEFACTIONS.

While the movement for a college charter was going on, Governor James Bowdoin closed a public career marked in the highest degree by patriotism and statesmanship. The deep and general regret felt at his death led to the selection of his surname as the one to be commemorated by the new institution. Governor Bowdoin was the grandson of Pierre Baudouin, a Huguenot refugee, who lived for a short time at Portland, and the son of James Bowdoin, of Boston, the wealthiest of New England merchants in colonial times. He was educated at Harvard, was a friend of Franklin and a fellow-laborer with him in scientific research, and was foremost among the founders and the first president of the American Academy of Arts and Sciences. As delegate to the first Congress at Philadelphia, as president of the convention for framing the State constitution, and as governor of the Commonwealth during Shay's rebellion, his services to the State were not surpassed in value by those of any of his famous contemporaries.

At the first meeting of the trustees, in December, 1794, a letter was read from Hon. James Bowdoin expressing his appreciation of the respect shown his father's memory in the name chosen for the college, and announcing a gift of \$1,000 in specie and 1,000 acres of land in the town of Bowdoinham. The land was valued by the recipients at \$3,000. The gentleman who thus became the first patron of the college had a less prominent, but hardly less honorable, career than his father. Educated at Harvard and at the University of Oxford, he inherited his father's tastes for natural history and scientific research, to which he gave much attention. He served repeatedly in both branches of the Massachusetts legislature, and was appointed by President Jefferson minister plenipotentiary to Spain and subsequently associate minister to France. During his residence abroad of nearly four years he purchased many valuable books, a finely arranged and classified cabinet of minerals and fossils, with models in crystallography, and many paintings and drawings by old and modern masters. All these he bequeathed to the college. Before the institution was open for instruction he gave \$2,800 for the establishment of a professorship of mathematics and of natural and experimental philosophy, with the request that the interest be added to the principal until a professor should be appointed. Shortly before his

death, which occurred October 11, 1811, he transferred to the college a tract of land in Lisbon consisting of 6,000 acres. By the provisions of his will the college, as a residuary legatee, subsequently received upward of \$33,000.

PRESIDENT McKEEN'S ADMINISTRATION.

At a special meeting of the board called in July, 1801, for the election of a president, several nominations were made; the choice fell upon Rev. Joseph McKeen, pastor at Beverly, Mass. President McKeen was born October 15, 1757, at Londonderry, N. H., of Scotch-Irish descent. He graduated at Dartmouth at 17 years of age, taught and studied in his native town for eight years, and then, after a brief course in natural philosophy and astronomy at Harvard, gave himself to the study of theology, which he pursued under the direction of Rev. Mr. Williams, of Windham, N. H. In 1785 he was called to the pastorate of the church at Beverly, which had been made vacant by the elevation of Rev. Dr. Willard to the presidency of Harvard. This he filled for seventeen years with great acceptableness. He brought to the college the reputation of a sound divine, an able scholar, and a polished gentleman, but it was his discriminating judgment which made his brief administration of greatest value.

In the summer of 1802, in company with the professor-elect of ancient languages, John Abbot, a graduate of Harvard and for five years tutor there, President McKeen visited Cambridge, Providence, New Haven, and Williamstown to acquaint himself from actual inspection with the modes of government and the course of instruction pursued in the New England colleges. With a wise boldness he adopted the same qualifications for admission that were then required at Harvard. Although these were only "the principles of the Latin and Greek languages, the translation of English into Latin, the select orations of Cicero, the *Aeneid* of Virgil, and arithmetic as far as the rule of three," the young college stood in this respect in advance of others older and wealthier.

In September, 1802, the president and the senior professor were formally inaugurated into their new positions. The ceremony took place in the pine grove that occupies part of the campus, for no building at hand was large enough to accommodate the assemblage which the long desired opening of the college had attracted from different parts of the State. The scene must have been an impressive one when at the close of a brief address, in which he had set forth simply and plainly the purpose and the policy of the institution, President McKeen besought all present to unite in the prayer that the new seminary might "eminently contribute to the advancement of useful knowledge, the religion of Jesus Christ, the best interests of man, and the glory of God." The next day eight young men, of whom two were from Beverly, Mass., were admitted, and college work began in the newly

completed Massachusetts Hall. The president's house was still in the process of erection, and for a few months one roof covered both faculty and students, while the president's study served as chapel and recitation room.

Of the exact course of study pursued by these young men, or rather boys, for their average age was 16, the writer finds no definite statement. Doubtless it was similar to that at Harvard at that time, for the young college followed very closely in many details the institution that may be considered its mother. The character of the president's instruction may be judged from the following, written by a member of that first class:

As a teacher in mathematics he was lucid, and uncommonly successful in his illustrations. The exemplification of abstract propositions by models has been introduced into modern practice, but at the time referred to it was, if at all, very sparingly used. With Dr. McKen it was a familiar custom. Some of the properties of cone sections, in particular, were so illustrated. As a teacher of historical science he evinced a philosophic mind and generalized its lessons with happy effect and useful results. As a teacher of intellectual and moral philosophy he exhibited a thorough comprehension of his subject, and was felicitous in gathering illustrations from actual life. * * * Dr. McKen had eminent administrative and gubernatorial talent. He very highly estimated the efficiency of what is termed "moral suasion," but probably never dreamed of its being the exclusive means of government. He never mistook men for angels.

The punishments inflicted for misbehavior during this administration and the two following were fines, public admonition, and suspension. The first were imposed for neglect of college duties and non-attendance. The second was employed when private reports and the president's own observation warranted it. Suspensions or expulsions were not used, except in a single case, on account of crime. The object was to impress on the mind of the student, either by a long or a short detention, the true character of the college, and to draw from the student a sense of the propriety of the discipline, and a sense of the character of the discipline, and a sense of the propriety of the discipline, and a sense of the propriety of the discipline. The purpose of the discipline was to impress on the student a sense of the propriety of the discipline, and a sense of the propriety of the discipline, and a sense of the propriety of the discipline. The admonitions were given in the presence of the faculty and the students.

At the commencement of the first year of the college, April 2, 1827, the students were divided into three classes. The first class was composed of the students who had completed the first year of their course, and the second class was composed of the students who had completed the second year of their course.

The third class was composed of the students who had completed the third year of their course. The students of the first class were divided into two sections, and the students of the second class were divided into two sections.

The students of the first class were divided into two sections, and the students of the second class were divided into two sections. The students of the third class were divided into two sections, and the students of the fourth class were divided into two sections.

scene exhibited by you on the Fourth of July and the parental admonition then given you would have had a better effect. We are sorry to say we are disappointed, and that we have perceived less indication of remorse or penitence in this instance than in that. We earnestly recommend to your serious consideration the solemn warning in the first verse of the twenty-ninth chapter of Proverbs, "He that being often reproved hardeneth his neck, shall suddenly be destroyed and that without remedy." You can not plead in extenuation of your last offense that it was the effect of a sudden impulse, which allowed you no time for reflection. After your anger was kindled, but before you proceeded to acts of violence, it might have been hoped that the ringing of the bell for prayers and your attendance at the devotional exercises in the chapel would have awakened different sentiments in your breast, but it appears that immediately after prayers you walked deliberately together into the woods, where, as your faces show, your treatment of each other resembled that of savage beasts much more than of Christians or young gentlemen who are receiving a liberal education. Tenderness to you and your friends heretofore restrained us from entering your names and offenses upon the college records, but in this instance we think you have no right to that indulgence. The aggravations of this offense would, in our opinion, have clearly justified us in suspending for a time your connection with the college, but as our object is your reformation, not your infamy, we were unwilling to inflict so public a censure till a fair experiment was made of the more private methods of discipline. That we may engage the cooperation of your parents we have thought it our duty to acquaint them with your behavior. Should their endeavors and ours prove ineffectual, we shall be under the painful necessity of banishing you for a time from the society of your fellow-students, lest your example should corrupt their morals and tarnish the reputation of this infant seminary.

We feel it to be our duty to exhort you to repentance, and we pray God to work in you sincere contrition for this and all your sins, to clothe you with humility, and to put upon you the ornament of a meek and quiet spirit, that "putting away all bitterness and wrath, and anger, and clamor, and evil speaking, ye may be followers of God, as dear children, and walk in love as Christ loved us and gave Himself for us."

If consideration be had of their limited resources, it is clear that the trustees pursued at the outset a liberal policy in regard to salaries and apparatus. President McKean received \$1,000 a year, the use of the president's house, erected for him at an expense of about \$2,500, and 1,000 acres of the wild land which made up in such large measure the collegiate endowment. His salary was soon increased to \$1,200 and that of the first professor, who was unmarried, raised to \$800. What these amounts meant then can be seen by the following extract from a pamphlet advocating the separation of Maine and dedicated to Rev. Dr. Samuel Deane, who was the vice-president of the trustees:

But in order to show that the sum of £300 (colonial currency and equal to \$1,000) is ample for the support of a governor, it may be said that there is no part of the district where that sum regularly paid and economically expended will not support a family in as good a style as will be consistent with the present state of society in this part of the country. The refinements of luxury in this wooden world would be ridiculous."

Steps were at once taken toward the formation of a library. Different individuals early presented some 300 volumes; by the liberality

the profession of a teacher in a far more noble and elevated point of view than many do. I can not help believing that he who bends in a right direction the pliant disposition of the young, and trains up the ductile mind to a vigorous and healthy growth, does something for the welfare of his country and something for the great interests of humanity. * * * I can not regard the study of a language as the pastime of a listless hour. To trace the progress of the human mind through the progressive development of language, to learn how other nations thought, and felt, and spake, to enrich the understanding by opening upon it new sources of knowledge * * * these are objects worthy the exertion their attainment demands at our hands. The mere acquisition of a language, then, is not the ultimate object; it is a means to be employed in the acquisition of something which lies beyond. I should therefore deem my duty but half performed were I to limit my exertions to the narrow bounds of grammatical rules; nay, that I had done little for the intellectual culture of a pupil when I had merely put an instrument into his hands without explaining to him its most important uses. It is little to point one to the portals of the magic gardens and the enchanted halls of learning, and to teach him certain cabalistic words at whose utterance the golden hinges of its gates shall turn; he must be led through the glittering halls and fragrant bowers and shown where the richest treasures lie and where the clearest fountains spring. And it will be my aim not only to teach the turns and idioms of a language, but according to my ability, and as soon as time and circumstances shall permit, to direct the student in his researches into the literature of those nations whose languages he is studying.

It is believed that, under Professor Longfellow, Bowdoin was the first New England college to give that prominence to modern languages as a part of the required course which has since become so general. The appointment of Professor Ticknor at Harvard antedates his by some dozen years, but the duties assigned to the former in the work of instruction were far less. At this period at Yale, teachers in French and Spanish were recommended by the faculty, but the students paid extra fees for such instruction; the study of modern languages was not required for a degree. After his resignation in 1835 to accept the similar chair at Harvard the character and traditions of the professorship were worthily maintained for nearly twenty years by Daniel Raynes Goodwin, afterwards provost of the University of Pennsylvania, who, like Mr. Longfellow, had prepared himself for his duties by residence and study abroad.

The academic faculty which President Allen gathered around him, with the two exceptions already noted, continued to be the teaching force for two score years. The services of these five men, Cleaveland, Newman, Smyth, Packard, and Upham, continuing on an average upward of forty-five years, together with their marked personality, gave a peculiar individuality to the institution for the first half of its existence. They were during this time young men and they worked hard. Their labors seem to have kindled a personal love for the institution, and instead of seeking or accepting positions elsewhere they were anxious to increase its facilities and advantages even at the cost of personal sacrifice. The way in which six men did the work that now occupies twelve college instructors may be seen by an exam-

ination of the annual reports made to the visiting committee of the boards. These reports for 1833 are as far as possible put in tabular form, the recommendations or explanations of each professor being placed below. It should be noted that Professor Newman had charge of the chapel services in the absence of President Allen, and that Professor Longfellow was college librarian, a position requiring his attendance at the library from 12 to 1 each day. Both he and Professor Packard gave occasional lectures on classical literature and the literature of the Middle Ages, not mentioned in their reports, for which probably some regular recitation was omitted. The average length of the three terms was a trifle over twelve weeks.

DEPARTMENT OF NATURAL SCIENCE AND PHILOSOPHY.

[PARKER CLEVELAND.]

First term.—Seniors: 74 recitations astronomy and spherical trigonometry, including nautical astronomy, with exercises on globes, tellurion, and other apparatus.

Second term.—Seniors: 74 recitations chemistry. Seniors, juniors, and medical class: 62 lectures chemistry.

Third term.—Seniors: 49 recitations natural history, 41 lectures mineralogy and geology, 33 lectures natural philosophy.

As all of my lectures and a large proportion of my recitations are accompanied by the use of apparatus or specimens or by experiments, much time is necessarily spent in preparatory labor, and all the lectures require no small degree of subsequent labor in taking care of apparatus and materials used in experiments. The time actually spent in the lecture and recitation rooms directly connected with the business of instruction during each year averages five hours for every day of term time. This is exclusive of all time spent in study and writing lectures. My duties as secretary and librarian of the medical school employ much additional time not included in the above. The only suggestion I have to make at this time in respect to this department is an additional course of lectures upon the application of chemistry and natural philosophy to the useful arts. This I am ready to give whenever time can be found and the necessary models obtained by the college.

DEPARTMENT OF LITERATURE, LOGIC, AND POLITICAL ECONOMY.

SAMUEL P. NEWMAN.

First term.—Seniors: 40 lectures, of which 30 are corrected and returned. Junior class: 20 lectures, of which 10 are corrected and returned. Sophomores: 20 lectures, of which 10 are corrected and returned. Private declamations every Friday in the afternoon, and public declamations every Wednesday afternoon.

Second term.—Seniors: 40 lectures, and 20 declamations. The declamations are given in the afternoon, and the lectures in the morning.

Third term.—Seniors: 40 lectures, and 20 declamations as first term. Sophomores: 20 lectures, and 20 declamations as second term.

It is to be observed that the above is a general description of the department, and does not include the private recitations, or the exercises of the seniors upon the lectures of the second term. We have every month some means of instruction, and we are confident that our students may be attended with confidence and safety.

DEPARTMENT OF MENTAL AND MORAL PHILOSOPHY.

[THOMAS C. UPHAM.]

First term.—Seniors: 62 recitations Stewart's Philosophy, 48 recitations Vattel's Law of Nations. Forensics. Freshmen (with Professor Longfellow): 72 recitations Livy.

Second term.—Seniors: Hebrew division, 48 recitations. Forensics. Juniors: 62 recitations Upham's Mental Philosophy. Freshmen: 72 recitations Livy and Adams's Roman Antiquities.

Third term.—Seniors: 20 recitations Butler's Analogy. Hebrew division, 40 recitations. Juniors: 30 recitations Upham's Mental Philosophy, 30 recitations Rawle's Constitution of United States. Freshmen: 36 recitations Latin, 36 recitations Hedge's Logic.

DEPARTMENT OF ANCIENT LANGUAGES.

[ALPHEUS S. PACKARD.]

First term.—Juniors: 48 recitations Juvenal. Greek division, 60 recitations Homer. Sophomores: 72 recitations Greek and Latin. Freshmen: 72 recitations Greek historians (frequently in two divisions).

Second term.—Seniors (Latin division): 48 recitations Virgil. Juniors: 60 recitations Homer. Sophomores: 72 recitations Greek and Latin. Freshmen: 72 recitations Greek.

Third term.—Juniors: 24 recitations Greek. Sophomores: 36 recitations Greek and Latin. Freshmen: 72 recitations Greek. Elective class: 18 recitations Latin.

It should be stated as a circumstance particularly worthy of notice that when our classes exceed 25 in number it is difficult to do them justice in a recitation. It would therefore be very desirable that the number of instructors in the department should be such that the classes could always be heard in divisions. One recitation each day of the freshman class in Latin has always been heard by Professor Upham. This should be added as belonging to my department.

DEPARTMENT OF MATHEMATICS.

[WILLIAM SMYTH.]

First term.—Juniors: 72 recitations mechanics. Sophomores: 72 recitations plane trigonometry. Freshmen: 60 recitations algebra.

Second term.—Juniors: 72 recitations electricity, magnetism, and optics. Sophomores: 72 recitations surveying and navigation. Freshmen: 60 recitations algebra.

Third term.—Juniors: 72 recitations calculus. Sophomores: 72 recitations projections and leveling. Freshmen: 60 recitations geometry.

The sophomores and freshmen are heard for a part of the year in two divisions each, making on the whole an average of four recitations a day for the year. In the spring and summer terms a portion of the time is devoted to practical operations in surveying, leveling, etc., in the field. On the present system of instruction not more than 20 students can be heard with advantage at a recitation. Should the number of students increase so as to amount to 40 in a class, in order to maintain our present standard some assistance in my department will be absolutely necessary. My time thus far has been very much occupied with the mere details of recitations. I am desirous of assistance in order that I may have leisure to complete a course of text-books in the department of mathematics, and to prepare a full course of lectures on mechanics and kindred branches of instruction committed to my care. I shall commence the course the ensuing year with some lec-

boards, which included those most prominent in the professions and in official station, were well represented as a matter of course. Visitors who came from as far as Boston and vicinity in their private carriages gave to the little village, with its sandy roads, an appearance of wealth and importance that it had never known before. At the close of the exercises diplomas were conferred on the seven young men who had completed the course, and also the ad eundem degree of A. B. or of A. M. on 14 recent graduates of Harvard, Yale, and Dartmouth, who had expressed the desire to become connected with the new institution. This first was also the last commencement at which President McKeen presided. A painful and lingering disease which kept him from his college duties for several months terminated his life July 15, 1807. His brief administration had been remarkably successful considering the difficulties under which he labored. Among the 44 students then enrolled, in whose education he had taken part, were Nathan Lord, for thirty-five years president of Dartmouth College; Charles Stewart Daveis, prominent within his native State as an orator and lawyer, and two members of the legal profession who represented the Commonwealth in the National Congress.

PRESIDENT APPLETON'S ADMINISTRATION.

To fill the vacancy caused by President McKeen's death the trustees chose one of their own number, Hon. Isaac Parker, afterwards chief justice of Massachusetts, and for a number of years professor of law in Harvard University. Judge Parker had been actively interested in the affairs of the college, was a scholarly man and well qualified for the position, but his election was negatived by the lower board. The trustees then selected Rev. Eliphalet Nott, who had but just begun his long and famous administration of Union College. He, too, was rejected by the overseers. The third choice was the Rev. Jesse Appleton, D. D., then pastor at Hampton, N. H., and this was approved by the other board.

President Appleton was a native of New Ipswich, N. H., graduated at Dartmouth in 1792, and studied theology with Rev. Dr. Lathrop, of West Springfield, Mass. While yet a young man he had won a reputation for ability and scholarship and had been a prominent candidate for the Hollis professorship at Harvard. Of the esteem in which his parishioners held him evidence is given in the curious claim they made upon the college to be pecuniarily reimbursed for the loss of their pastor. Though not a controversialist, President Appleton was a leader on the evangelical side in the strife that was then beginning to separate the Congregational churches of New England. He brought to the president's chair a sense of personal responsibility for the moral, religious, and intellectual welfare of the young men connected with the institution which many would characterize as morbid, and which certainly led to excessive labor and anxiety.

for his salary and fees. The case was argued before Judge Story in May, 1833, Hon. Simon Greenleaf appearing for the plaintiff, and Hon. Stephen Longfellow for the college treasurer. The decision of Judge Story not only reinstated Dr. Allen in his office, but restored the institution to the independent position secured it by the article in the act of separation under which Maine became a new State. The decision was largely influenced by the more famous Dartmouth College case of 1817; and it is a curious coincidence that the same principle of law that removed President Allen from the short-lived Dartmouth University should have a few years later restored him to his position at the head of another institution.

As to its effect upon their membership the two boards viewed Judge Story's decision in different lights. The overseers resolved that an appointment under the act of 1821 gave no right to a seat in their body; that certain subsequent elections were invalid, and that only 40 persons were now lawfully members, and that there were 5 vacancies. The trustees, on the other hand, disregarded this portion of the decision as extrajudicial, and although it was tacitly understood that no new elections should be made, it was twelve years before by death and resignation their number was reduced to the 13 provided for in the charter, and over forty years before the last trustee appointed by Governor King ceased to meet with the board.

President Allen returned to his college duties with much of the favor that accompanies a firm and successful defense of one's rights. The prejudice against him among influential members of the boards, however, continued as strong as ever. Unfortunately, too, within a few years his inflexibility and impassiveness made him unpopular among the student body to a degree that rendered his position unpleasant. In deference to the opinion of friends, who believed that this twofold antagonism was prejudicial to the interests of the college, he tendered his resignation in 1838, to take effect the following year. He retired to a life of literary activity at Northampton, Mass., where his declining years were spent in well-earned repose. His death occurred July 16, 1868.

The clouds that obscured its close having passed away, it is now possible to see the progress the college made during his administration. While the ridiculous system still prevailed at leading New England colleges of intrusting the entire work of a class to one tutor for one term, to another for the second, and so on, he adopted the departmental idea of instruction, and placed each department in the charge of an experienced teacher. To the popular demand for a practical education and for a curtailment of the time given the classics, a demand then at one of its periodic seasons of prominence, he made the best possible answer in the establishment of a medical school, in the addition of modern languages to the curriculum, and in improved methods of teaching Greek and Latin. During the preceding five

tures on the steam engine and its more important applications as a moving power, on which account I am very desirous that the engine to which the attention of the committee has been directed should be purchased for the college. (This engine was the work of a student of remarkable mechanical ability, who has since greatly distinguished himself in other fields, Rev. Cyrus Hamlin, D. D.) It would be an essential advantage to the progress of students in my department if a portion of algebra should be required for admission into college. I recommend that the first seven sections in the college text-book be added to the requirements. The portion recommended comprehends the operations of addition, subtraction, etc., and equations of the first degree.

DEPARTMENT OF MODERN LANGUAGES.

[HENRY W. LONGFELLOW.]

First term.—Juniors: 66 recitations Spanish. Sophomores: 60 recitations French.

Second term.—Seniors: 48 recitations German division, 48 recitations Italian division. Juniors: 66 recitations Spanish. Sophomores: 60 recitations French.

Third term.—Seniors: 32 recitations German division, 32 recitations Italian division. Juniors: 66 recitations Spanish. Sophomores: 60 recitations French.

President Allen's administration, which opened with a distinct advance in the character of the institution and the number of its pupils, was clouded toward the end of its first decade by his personal unpopularity with a majority of the boards, and by what some considered impolitic measures taken to secure his removal. His stately and reserved bearing concealed a warm and generous heart, but few realized this save the circle of his intimate friends. His manners were those of his own college days—when President Willard had but to show himself in the college yard and students and tutors alike kept their heads uncovered till he was out of sight. With this outward coldness of demeanor was combined a firm and inflexible will, which never courted popularity and never won it. This fact coupled with political and denominational jealousies led to a singular piece of special legislation. In March, 1831, a law was enacted providing "that no person now holding the office of president in any college in this State shall hold said office beyond the day of the next commencement, unless he shall be reelected. No person shall be elected or reelected to the office of president unless he shall receive in each board two-thirds of all the votes given on the question of his election." It was not concealed by the advocates of this measure that their sole desire was to remove Dr. Allen from the position which he had been appointed to hold "during good behavior." At the next meeting of the trustees, of 17 votes cast for president, Dr. Allen had 7. It was manifestly impossible under the law to choose his successor, and overtures were made to him that he should be reelected and then resign. He refused to consider this proposition and prepared to bring the legality of the act of the legislature before the courts. He removed his family to Newburyport, Mass., and as a resident of another State began an action in the United States circuit court against the college treasurer

for his salary and fees. The case was argued before Judge Story in May, 1833, Hon. Simon Greenleaf appearing for the plaintiff, and Hon. Stephen Longfellow for the college treasurer. The decision of Judge Story not only reinstated Dr. Allen in his office, but restored the institution to the independent position secured it by the article in the act of separation under which Maine became a new State. The decision was largely influenced by the more famous Dartmouth College case of 1817; and it is a curious coincidence that the same principle of law that removed President Allen from the short-lived Dartmouth University should have a few years later restored him to his position at the head of another institution.

As to its effect upon their membership the two boards viewed Judge Story's decision in different lights. The overseers resolved that an appointment under the act of 1821 gave no right to a seat in their body; that certain subsequent elections were invalid, and that only 40 persons were now lawfully members, and that there were 5 vacancies. The trustees, on the other hand, disregarded this portion of the decision as extrajudicial, and although it was tacitly understood that no new elections should be made, it was twelve years before by death and resignation their number was reduced to the 13 provided for in the charter, and over forty years before the last trustee appointed by Governor King ceased to meet with the board.

President Allen returned to his college duties with much of the favor that accompanies a firm and successful defense of one's rights. The prejudice against him among influential members of the boards, however, continued as strong as ever. Unfortunately, too, within a few years his inflexibility and impassiveness made him unpopular among the student body to a degree that rendered his position unpleasant. In deference to the opinion of friends, who believed that this twofold antagonism was prejudicial to the interests of the college, he tendered his resignation in 1838, to take effect the following year. He retired to a life of literary activity at Northampton, Mass., where his declining years were spent in well-earned repose. His death occurred July 16, 1868.

The clouds that obscured its close having passed away, it is now possible to see the progress the college made during his administration. While the ridiculous system still prevailed at leading New England colleges of intrusting the entire work of a class to one tutor for one term, to another for the second, and so on, he adopted the departmental idea of instruction, and placed each department in the charge of an experienced teacher. To the popular demand for a practical education and for a curtailment of the time given the classics, a demand then at one of its periodic seasons of prominence, he made the best possible answer in the establishment of a medical school, in the addition of modern languages to the curriculum, and in improved methods of teaching Greek and Latin. During the preceding five

years the average number of academic students had been 50; during his administration it was 130. The subsequent career of many of these 19 classes must have been a source of pride to the president who gave them their diplomas, for they gave to literature Hawthorne and Longfellow, besides lesser luminaries like the Abbotts and the Cheevers; to theology, Henry Boynton Smith and Samuel Harris; to medicine, Fordyce Barker; to law, John Appleton and Thomas Drummond; to political life, Franklin Pierce, William Pitt Fessenden, John P. Hale, and Sergeant S. Prentiss.

On February 17, 1836, Maine Hall was destroyed a second time by fire, a serious loss to the institution, following so soon the withdrawal of State aid. The land speculation of this period had enabled the college to dispose of its remaining townships at a good price, but the financial depression that followed seriously affected the productivity of its funds, which were largely invested in bank stocks. The financial outlook was dark when in 1838 the trustees elected Prof. Chauncey A. Goodrich, of Yale, as president. The prospect was not brightened when the overseers rejected this selection of one so prominent in educational circles, nor, in the following spring, when they also declined to ratify the choice of William G. Goddard, professor of mental and moral philosophy at Brown University.

PRESIDENT WOODS'S ADMINISTRATION.

The third selection of the trustees, which was promptly ratified by the overseers, was Leonard Woods, jr., professor of biblical literature in Bangor Theological Seminary. The son of an influential theologian, a graduate in 1827 of Union College, where he attained to many honors in every study, and in 1830 of Andover Theological Seminary, where subsequently as a teacher he had held the honors of a class teaching at the same subject alternately to him and Prof. Edward Robinson, the translator and annotator of a German theological work of over 2200 pages, which was widely used as a text-book and reprinted in Great Britain; the editor of a periodical noted for its independence and ability as a preacher, the charm of whose sermons collected from his most ardent listeners praise that "scarcely almost extolling the extraordinary assistance of divine natural powers as a cause of a wide range of knowledge, this young man of 33 had a more than ordinary aptitude and an ardent career both for him and the college in which he labored." He came to the work with a will, and soon showed that he brought to it more than had been usual in such a position, and that, although he had not yet attained a college presidency, he was a man of ripe judgment.

At the same time, however, the trustees of President Woods' college were not without their doubts as to his administration. There had been a number of deaths among the class of Dr. Allen's presidency, and the students had been studying one after another, those who had been in the college during the preceding administrations. "They went

with surprise, for they believed 'all the old scores wiped off and there had been no time to run up new ones.' There was nothing said about old scores or new ones. The president met them with that kind and graceful courtesy that was peculiar to him. He talked to them of the opportunities of college life, and made them feel, as though it had been their thought rather than his, the obligation that such opportunities impose. This simple conversation, held with one as he sat with him in his study, with another as he walked with him among the pines, was sufficient to transform these young men. He saved them to themselves, to the college, and to the world. One of them, not only as a minister of the church, brought like aid to many a wandering soul, but became in a special manner the helper of the president in the work of rescuing from entanglement in evil courses the young men who were tempted as he had been."^a

This was President Woods's method. In the ordinary college discipline of that day he placed small dependence. Believing that in every young man's heart there is a principle of honor that can be fully trusted, if once aroused, he had little faith in other means of securing obedience and attention to college duties. So happy were the results of this personal intercourse with this gifted man that one who knew him and the college well does not hesitate to write:

Bowdoin College offered means of education in this respect unequalled in the country. Students found themselves at once in the presence of a culture that might have been the product of the best universities and the most polished courts of the Old World. They received from their president an influence such as men go abroad to seek, such as breathes in the aisles of old cathedrals. They learned from him what reverence means and loyalty. They learned that society is not a mere human invention.

At the same time his colleagues and the public were not always content with methods and efforts that seemed to give a major share of attention to the bad boys, while the good ones were allowed to govern themselves. College students did not cease to be human, and according as one looked at what passed unpunished or at what was entirely prevented was he inclined to blame or praise the policy that directed the college discipline for over a quarter of a century.

In 1840, following a desire expressed on the acceptance of his appointment, President Woods went abroad for a year to study the educational methods and institutions of the Old World. He went with a bias toward mediævalism that was a source of wonder to those who knew him as a lover as well as a descendant of Puritan divines. An extract from a letter written at Oxford, where he met with Pusey, Newman, and other leaders in the tractarian movement, will explain in part why it was sometimes asked if he were not at heart a Catholic:

All my prepossessions in favor of the English system of education have been justified after the most minute inspection. The studies are not more extensive or more thorough than with us, but there is here a magnificence of architecture, an

^a Address on Leonard Woods by Charles Carroll Everett.

in 1835 as an elementary treatise. His influence was felt as a man even more than as a teacher. Possessed of much business ability; faithful, prompt, and firm in the discharge of duty, his services were invaluable to the institution, especially during the two years of President Allen's absence, when he was practically president. Of him a former pupil¹⁰ writes:

His genial, unaffected manners, his genuine sincerity and faithful discharge of duty secured the respect and confidence and affection of the students, while his catholic sentiments and Christian charity endeared him alike to orthodox and heterodox.

His regretted resignation in 1839 was followed, hardly two years later, by his death at the age of 45.

Alpheus Spring Packard, a graduate of 1816, who had given the three intervening years to teaching, was appointed tutor in 1819 and professor of languages and classical literature in 1824. For forty-one years Professor Packard conducted the work in Latin and Greek, for much of the time without the assistance of a tutor, while for three of these years (1842-1845) the department of rhetoric and oratory was also under his charge. In 1865 he was transferred to the Collins professorship of natural and revealed religion, which he held till his death. He also discharged for the greater part of this latter period the duties of college librarian. Upon President Chamberlain's resignation in 1883, he was appointed acting president. His sudden decease, July 13, 1884, took away the last member of the "old faculty," whose virtues and abilities Bowdoin graduates never tire of extolling. His was in

a marked degree the—

"Honor and reverence and the good reput-
That follows faithful service as its fruit."

In uttering these words, the poet spoke not only for his college class but in behalf of nearly 2,000 fellow-graduates.

To Professor Packard belongs the credit of being among the first to break away from the traditional mode of teaching the classics which prevailed in some New England colleges as late as 1830. This consisted entirely of construing, i. e., pronouncing each word and giving its meaning, with questions on the syntax. The student was not allowed, much less encouraged, to translate a sentence or a paragraph into the vernacular. Little was done by the instructor in the way of interpretation and nothing in the way of discussion of the thought or style of the author. In his inaugural address on the method in which the classics should be taught, Professor Packard said: "Like faithful guides we are to show the pupil the most direct path to knowledge and become companions of his way, pointing out to him as he advances whatever may animate and allure, and leading him to the most favorable points whence he may view all that is grand and beau-

¹⁰Hon. Peter Thacher, of Boston, Mass.

tiful." This simple yet comprehensive ideal he faithfully strove to carry out. His habit was not to dwell upon minute philological and grammatical details, but to unfold and illustrate the thought of the author. His recitations were also enlivened or enriched by occasional lectures carefully prepared to stimulate the students' appreciation of the literary style of the author read and the historical relations of the text. He felt keenly the importance of a correct yet free translation of the original paragraph, a method to which William Pitt, as he was wont to remind his pupils, owed much of his remarkable fluency and facility in debate.

His interest in educational matters led to several essays and addresses published in the *North American Review* and in the collections of the American Institute of Instruction. He edited for the Harpers in 1839 Xenophon's *Memorabilia of Socrates*, which passed through three editions. After assuming the Collins professorship in 1865, he conducted the recitations in Paley's *Evidences* and Butler's *Analogy* as long as these were a part of the college curriculum. The duty connected with this chair, which he continued to perform to the very last with remarkable felicity, was the conduct of the chapel services. The memory of his venerable and stately form and of his kindly voice leading in prayer will linger long in the hearts of many of this generation.

In the annual catalogue of 1825 appears for the first time the name of Thomas Cogswell Upham, professor of metaphysics and moral philosophy and lecturer on biblical literature. Mr. Upham graduated at Dartmouth in 1818, pursued a theological course at Andover, and at its close was chosen Professor Stuart's assistant in Hebrew. On the establishment of the new chair at Bowdoin, the reputation he had already won as a scholar, in part by his translation and abridgment of Jahn's *Archæology*, led to his being called from a brief pastorate in Rochester, N. H. He entered upon his new field of labor at an important period. Lœcke and Reid had hitherto reigned supreme, but now the philosophical discourses of Coleridge were being read, Cousin's teaching in France was awakening popular interest, and above all the influence of Kant was being more and more widely felt in America. He was expected to oppose the tide of German metaphysics, which his denomination regarded as likely to unsettle and lead astray. The young professor accepted in the main the Scottish philosophy. The views of this school he incorporated in 1827 in a volume styled a "Compilation on Intellectual Philosophy." This in 1831 he elaborated into a more original and systematic work in two volumes. It met with a favorable reception in both this country and England. In a German review, written by Professor Beneke, it received approval as an example of the treatment of the subject from the practical standpoint of an American. It passed through several editions, and was widely used as a college text-book. One of his

pupils, Rev. Dr. Cyrus Hamlin, translated it into Armenian, and employed it at Robert College, Constantinople. Of this treatise, the late Prof. Henry B. Smith wrote in 1837:

We know of no work on mental philosophy which has so much completeness and inclusiveness. It is eminently practical without being commonplace, and is cast in a form well fitted for purposes of instruction. To deeper and more fundamental investigations it is a safe and sufficient introduction, and by its impartiality will guard against that exclusiveness of spirit which may make a partisan but never made a philosopher.^a

Three years later he published his "Treatise on the Will," which must be regarded as his most original work, and formed the third volume of subsequent editions of the "Mental Philosophy."

Able and successful as Professor Upham was as an instructor, he undoubtedly contributed more to the reputation and influence of the college by his writings than by his recitations. In addition to the philosophical writings just mentioned, his religious and miscellaneous contributions to literature had a wide circulation. On the subject of the higher Christian life there appeared in 1844, *Principles of the Interior Life*, and this was followed in subsequent years by *Religious Maxims*, *The Life of Faith*, *Treatise on Divine Union*, *Life and Religious Opinions of Madame Guyon*. An early and earnest advocate of peace, his *Essay on a Congress of Nations* and his *Manual of Peace* were stereotyped and circulated by the American Peace Society. In 1852 he visited Europe and the Holy Land, and the resulting series of letters, reprinted in book form for a circle of friends met with such favor that the work passed through two editions. A volume of minor poems, collected under the title *American Cottage Life*, was a favorite gift book a generation ago, and several of the pieces it contained are never omitted from any extended religious anthology.

Of a sensitive nature and a remarkably retiring disposition, he at the same time possessed a knowledge of human nature and a persistency that enabled him to secure for the college by personal solicitation over \$70,000, largely from a denomination that had distrusted its management. Failing health led him to retire from the duties of his professorship in 1867. His active mind, however, continued its work, his last book, *Absolute Religion*, appearing after his death. This occurred in New York City April 2, 1872. With him the college lost a man who was "prolific in plans, exhaustless in expedients, in effort unwearied, as versatile and many sided as Ulysses," and who united in his person the characteristics of a poet and a philosopher, a philanthropist and a mystic.

After Professor Cleaveland came to devote himself to the natural sciences, the instruction in mathematics fell largely to the tutors and consisted mainly in the pupils studying the prescribed lesson in the text-book, Webber's *Mathematics*, and subsequently repeating it.

^a *Literary and Theological Review*, volume 4, page 628.

Occasionally a practical exercise in surveying was given. In geometry each student had a manuscript in which he drew the figures and which he used in demonstrating. In algebra problems were worked out on a slate and the result explained at the teacher's side. In a crowded recitation room it sometimes happened that correct answers followed incorrect processes. "How did you get that result?" a tutor once asked a Bowdoin sophomore, who afterwards became President of the United States, "From Stowe's slate," was the frank reply. In 1824 Tutor William Smyth, a graduate of two years' standing and fresh from a year of theological study at Andover, introduced with his sophomores in algebra the use of the blackboard. This novel experiment, as it then seemed, was a great success. The enthusiasm the young teacher awakened is indicated by the fact that a class which had completed the subject petitioned for a review of it under the new method. The following year Mr. Smyth, abandoning his first love, Greek, in which he had won some distinction, accepted the professorship of mathematics and began his long occupancy of that chair, terminated only by his death in 1868. With characteristic zeal and earnestness he gave himself to the mastery of the science. His active mind and unusual power of concentration enabled him to read Laplace's *Mécanique Celeste* at the close of days of vexatious drudgery. His manuscripts with carefully elaborated formulas show that he not only read but mastered.

Under circumstances that would have deterred one of less indomitable will, he prepared his well-known series of mathematical text-books. His first essay was a small work on plane trigonometry, for which a local engraver prepared the blocks for striking off the diagrams. His algebra appeared in 1830. It received warm consideration from Dr. Bowditch and was adopted as a text-book at Harvard and at other institutions. After passing through several editions it gave place to two separate works, an elementary algebra and a college text-book. In 1834 the *Elements of Algebra* were made one of the requirements for admission. Two years later he published an enlarged edition of his trigonometry, with the applications of the science to surveying and navigation. His treatise on analytic geometry was issued in the same year, and in 1854 his *Elements of the Differential and Integral Calculus*. The last-mentioned work evinced no little originality. It received emphatic approval in high quarters, especially from the late Professor Bache. In addition to his mathematical instruction, Professor Smyth gave lectures on natural philosophy, and, toward the close of his professorship, on astronomy.

With all his college work he found time to labor earnestly for public interests and in social reforms. The public schools of the town were graded and suitable buildings erected for them largely through his exertions, while the church and parish found him a faithful and never-tiring laborer. He early joined the antislavery movement, met

the profession of a teacher in a far more noble and elevated point of view than many do. I can not help believing that he who bends in a right direction the pliant disposition of the young, and trains up the ductile mind to a vigorous and healthy growth, does something for the welfare of his country and something for the great interests of humanity. * * * I can not regard the study of a language as the pastime of a listless hour. To trace the progress of the human mind through the progressive development of language, to learn how other nations thought, and felt, and spake, to enrich the understanding by opening upon it new sources of knowledge * * * these are objects worthy the exertion their attainment demands at our hands. The mere acquisition of a language, then, is not the ultimate object; it is a means to be employed in the acquisition of something which lies beyond. I should therefore deem my duty but half performed were I to limit my exertions to the narrow bounds of grammatical rules; nay, that I had done little for the intellectual culture of a pupil when I had merely put an instrument into his hands without explaining to him its most important uses. It is little to point one to the portals of the magic gardens and the enchanted halls of learning, and to teach him certain cabalistic words at whose utterance the golden hinges of its gates shall turn; he must be led through the glittering halls and fragrant bowers and shown where the richest treasures lie and where the clearest fountains spring. And it will be my aim not only to teach the turns and idioms of a language, but according to my ability, and as soon as time and circumstances shall permit, to direct the student in his researches into the literature of those nations whose languages he is studying.

It is believed that, under Professor Longfellow, Bowdoin was the first New England college to give that prominence to modern languages as a part of the required course which has since become so general. The appointment of Professor Ticknor at Harvard antedates his by some dozen years, but the duties assigned to the former in the work of instruction were far less. At this period at Yale, teachers in French and Spanish were recommended by the faculty, but the students paid extra fees for such instruction; the study of modern languages was not required for a degree. After his resignation in 1835 to accept the similar chair at Harvard the character and traditions of the professorship were worthily maintained for nearly twenty years by Daniel Raynes Goodwin, afterwards provost of the University of Pennsylvania, who, like Mr. Longfellow, had prepared himself for his duties by residence and study abroad.

The academic faculty which President Allen gathered around him, with the two exceptions already noted, continued to be the teaching force for two score years. The services of these five men, Cleaveland, Newman, Smyth, Packard, and Upham, continuing on an average upward of forty-five years, together with their marked personality, gave a peculiar individuality to the institution for the first half of its existence. They were during this time young men and they worked hard. Their labors seem to have kindled a personal love for the institution, and instead of seeking or accepting positions elsewhere they were anxious to increase its facilities and advantages even at the cost of personal sacrifice. The way in which six men did the work that now occupies twelve college instructors may be seen by an exam-

ination of the annual reports made to the visiting committee of the boards. These reports for 1833 are as far as possible put in tabular form, the recommendations or explanations of each professor being placed below. It should be noted that Professor Newman had charge of the chapel services in the absence of President Allen, and that Professor Longfellow was college librarian, a position requiring his attendance at the library from 12 to 1 each day. Both he and Professor Packard gave occasional lectures on classical literature and the literature of the Middle Ages, not mentioned in their reports, for which probably some regular recitation was omitted. The average length of the three terms was a trifle over twelve weeks.

DEPARTMENT OF NATURAL SCIENCE AND PHILOSOPHY.

[PARKER CLEVELAND.]

First term.—Seniors: 74 recitations astronomy and spherical trigonometry, including nautical astronomy, with exercises on globes, tellurion, and other apparatus.

Second term.—Seniors: 74 recitations chemistry. Seniors, juniors, and medical class: 62 lectures chemistry.

Third term.—Seniors: 49 recitations natural history, 41 lectures mineralogy and geology, 33 lectures natural philosophy.

As all of my lectures and a large proportion of my recitations are accompanied by the use of apparatus or specimens or by experiments, much time is necessarily spent in preparatory labor, and all the lectures require no small degree of subsequent labor in taking care of apparatus and materials used in experiments. The time actually spent in the lecture and recitation rooms directly connected with the business of instruction during each year averages five hours for every day of term time. This is exclusive of all time spent in study and writing lectures. My duties as secretary and librarian of the medical school employ much additional time not included in the above. The only suggestion I have to make at this time, in reference to my department, is an additional course of lectures upon the application of chemistry and natural philosophy to the useful arts. This I am ready to give whenever time can be found and the necessary models obtained by the college.

DEPARTMENT OF RHETORIC, ORATORY, AND POLITICAL ECONOMY.

[SAMUEL P. NEWMAN.]

First term.—Seniors: 120 themes, of which 80 are corrected and returned. Juniors: 300 themes, of which 250 are corrected and returned. Sophomores: 330 translations, all corrected and returned. Private declamations every Friday in two divisions. College public declamations every Wednesday afternoon.

Second term.—Seniors, juniors, and sophomores: Themes and declamations the same as first term; also seniors, 74 recitations political economy.

Third term.—Juniors and sophomores: Themes and declamations as first term. Sophomores: 30 recitations rhetoric. Freshmen: 72 exercises elocution.

The increased number in our classes has made the duties in the department of rhetoric so arduous that I find it difficult to attend to the exercises of the seniors in political economy during the second term. We need very much some means of warming the chapel during the winter, that declamations may be attended with comfort and safety.

DEPARTMENT OF MENTAL AND MORAL PHILOSOPHY.

[THOMAS C. UPHAM.]

First term.—Seniors: 62 recitations Stewart's Philosophy, 48 recitations Vattel's Law of Nations. Forensics. Freshmen (with Professor Longfellow): 72 recitations Livy.

Second term.—Seniors: Hebrew division, 48 recitations. Forensics. Juniors: 62 recitations Upham's Mental Philosophy. Freshmen: 72 recitations Livy and Adams's Roman Antiquities.

Third term.—Seniors: 20 recitations Butler's Analogy. Hebrew division, 40 recitations. Juniors: 30 recitations Upham's Mental Philosophy, 30 recitations Rawle's Constitution of United States. Freshmen: 36 recitations Latin, 36 recitations Hedge's Logic.

DEPARTMENT OF ANCIENT LANGUAGES.

[ALPHEUS S. PACKARD.]

First term.—Juniors: 48 recitations Juvenal. Greek division, 60 recitations Homer. Sophomores: 72 recitations Greek and Latin. Freshmen: 72 recitations Greek historians (frequently in two divisions).

Second term.—Seniors (Latin division): 48 recitations Virgil. Juniors: 60 recitations Homer. Sophomores: 72 recitations Greek and Latin. Freshmen: 72 recitations Greek.

Third term.—Juniors: 24 recitations Greek. Sophomores: 36 recitations Greek and Latin. Freshmen: 72 recitations Greek. Elective class: 18 recitations Latin.

It should be stated as a circumstance particularly worthy of notice that when our classes exceed 25 in number it is difficult to do them justice in a recitation. It would therefore be very desirable that the number of instructors in the department should be such that the classes could always be heard in divisions. One recitation each day of the freshman class in Latin has always been heard by Professor Upham. This should be added as belonging to my department.

DEPARTMENT OF MATHEMATICS.

[WILLIAM SMYTH.]

First term.—Juniors: 72 recitations mechanics. Sophomores: 72 recitations plane trigonometry. Freshmen: 60 recitations algebra.

Second term.—Juniors: 72 recitations electricity, magnetism, and optics. Sophomores: 72 recitations surveying and navigation. Freshmen: 60 recitations algebra.

Third term.—Juniors: 72 recitations calculus. Sophomores: 72 recitations projections and leveling. Freshmen: 60 recitations geometry.

The sophomores and freshmen are heard for a part of the year in two divisions each, making on the whole an average of four recitations a day for the year. In the spring and summer terms a portion of the time is devoted to practical operations in surveying, leveling, etc., in the field. On the present system of instruction not more than 20 students can be heard with advantage at a recitation. Should the number of students increase so as to amount to 40 in a class, in order to maintain our present standard some assistance in my department will be absolutely necessary. My time thus far has been very much occupied with the mere details of recitations. I am desirous of assistance in order that I may have leisure to complete a course of text-books in the department of mathematics, and to prepare a full course of lectures on mechanics and kindred branches of instruction committed to my care. I shall commence the course the ensuing year with some lec-

tures on the steam engine and its more important applications as a moving power, on which account I am very desirous that the engine to which the attention of the committee has been directed should be purchased for the college. (This engine was the work of a student of remarkable mechanical ability, who has since greatly distinguished himself in other fields, Rev. Cyrus Hamlin, D. D.) It would be an essential advantage to the progress of students in my department if a portion of algebra should be required for admission into college. I recommend that the first seven sections in the college text-book be added to the requirements. The portion recommended comprehends the operations of addition, subtraction, etc., and equations of the first degree.

DEPARTMENT OF MODERN LANGUAGES.

[HENRY W. LONGFELLOW.]

First term.—Juniors: 66 recitations Spanish. Sophomores: 60 recitations French.

Second term.—Seniors: 48 recitations German division, 48 recitations Italian division. Juniors: 66 recitations Spanish. Sophomores: 60 recitations French.

Third term.—Seniors: 32 recitations German division, 32 recitations Italian division. Juniors: 66 recitations Spanish. Sophomores: 60 recitations French.

President Allen's administration, which opened with a distinct advance in the character of the institution and the number of its pupils, was clouded toward the end of its first decade by his personal unpopularity with a majority of the boards, and by what some considered impolitic measures taken to secure his removal. His stately and reserved bearing concealed a warm and generous heart, but few realized this save the circle of his intimate friends. His manners were those of his own college days—when President Willard had but to show himself in the college yard and students and tutors alike kept their heads uncovered till he was out of sight. With this outward coldness of demeanor was combined a firm and inflexible will, which never courted popularity and never won it. This fact coupled with political and denominational jealousies led to a singular piece of special legislation. In March, 1851, a law was enacted providing "that no person now holding the office of president in any college in this State shall hold said office beyond the day of the next commencement, unless he shall be reelected. No person shall be elected or reelected to the office of president unless he shall receive in each board two-thirds of all the votes given on the question of his election." It was not conceded by the advocates of this measure that their sole desire was to remove Dr. Allen from the position which he had been appointed to hold "during good behavior." At the next meeting of the trustees, of 17 votes cast for president, Dr. Allen had 7. It was manifestly impossible under the law to choose his successor, and overtures were made to him that he should be reelected and then resign. He refused to consent to this proposition and prepared to bring the legality of the act of the legislature before the courts. He removed his family to Newburyport, Mass., and as a resident of another State began an action in the United States circuit court against the college treasurer

for his salary and fees. The case was argued before Judge Story in May, 1833, Hon. Simon Greenleaf appearing for the plaintiff, and Hon. Stephen Longfellow for the college treasurer. The decision of Judge Story not only reinstated Dr. Allen in his office, but restored the institution to the independent position secured it by the article in the act of separation under which Maine became a new State. The decision was largely influenced by the more famous Dartmouth College case of 1817; and it is a curious coincidence that the same principle of law that removed President Allen from the short-lived Dartmouth University should have a few years later restored him to his position at the head of another institution.

As to its effect upon their membership the two boards viewed Judge Story's decision in different lights. The overseers resolved that an appointment under the act of 1821 gave no right to a seat in their body; that certain subsequent elections were invalid, and that only 40 persons were now lawfully members, and that there were 5 vacancies. The trustees, on the other hand, disregarded this portion of the decision as extrajudicial, and although it was tacitly understood that no new elections should be made, it was twelve years before by death and resignation their number was reduced to the 13 provided for in the charter, and over forty years before the last trustee appointed by Governor King ceased to meet with the board.

President Allen returned to his college duties with much of the favor that accompanies a firm and successful defense of one's rights. The prejudice against him among influential members of the boards, however, continued as strong as ever. Unfortunately, too, within a few years his inflexibility and impassiveness made him unpopular among the student body to a degree that rendered his position unpleasant. In deference to the opinion of friends, who believed that this twofold antagonism was prejudicial to the interests of the college, he tendered his resignation in 1838, to take effect the following year. He retired to a life of literary activity at Northampton, Mass., where his declining years were spent in well-earned repose. His death occurred July 16, 1868.

The clouds that obscured its close having passed away, it is now possible to see the progress the college made during his administration. While the ridiculous system still prevailed at leading New England colleges of intrusting the entire work of a class to one tutor for one term, to another for the second, and so on, he adopted the departmental idea of instruction, and placed each department in the charge of an experienced teacher. To the popular demand for a practical education and for a curtailment of the time given the classics, a demand then at one of its periodic seasons of prominence, he made the best possible answer in the establishment of a medical school, in the addition of modern languages to the curriculum, and in improved methods of teaching Greek and Latin. During the preceding five

years the average number of academic students had been 50; during his administration it was 130. The subsequent career of many in these 19 classes must have been a source of pride to the president who gave them their diplomas, for they gave to literature Hawthorne and Longfellow, besides lesser luminaries like the Abbots and the Cheevers; to theology, Henry Boynton Smith and Samuel Harris; to medicine, Fordyce Barker; to law, John Appleton and Thomas Drummond; to political life, Franklin Pierce, William Pitt Fessenden, John P. Hale, and Sergeant S. Prentiss.

On February 17, 1836, Maine Hall was destroyed a second time by fire, a serious loss to the institution, following so soon the withdrawal of State aid. The land speculation of this period had enabled the college to dispose of its remaining townships at a good price, but the financial depression that followed seriously affected the productiveness of its funds, which were largely invested in bank stocks. The financial outlook was dark when in 1838 the trustees elected Prof. Chauncey A. Goodrich, of Yale, as president. The prospect was not brightened when the overseers rejected this selection of one so prominent in educational circles, nor, in the following spring, when they also declined to ratify the choice of William G. Goddard, professor of mental and moral philosophy at Brown University.

PRESIDENT WOODS'S ADMINISTRATION.

The third selection of the trustees, which was promptly ratified by the overseers, was Leonard Woods, jr., professor of biblical literature in Bangor Theological Seminary. The son of an influential theologian, a graduate in 1827 of Union College, where he attained the maximum mark in every study, and in 1830 of Andover Theological Seminary, where subsequently as a teacher he had held the interest of a class reciting in the same subject alternately to him and Prof. Edward Robinson; the translator and annotator of a German theological work of over 1,200 pages, which was widely used as a text-book and reprinted in Great Britain; the editor of a periodical noted alike for independence and ability; a preacher, the charm of whose sermons elicited from his most cultured listeners praise that seems almost extravagant; a conversationalist of rare natural powers, increased by a wide range of reading; this young man of 31 led all who knew him to anticipate a brilliant career both for him and the college under his direction. He came to the work with a willing spirit, asking that a larger amount of teaching than had been usual should be assigned him, and with a high ideal of what a college president should be.

Allusion can here be made only to those traits of President Woods's character that appeared prominently in his administration. There had naturally been some disorder at the close of Dr. Allen's presidency. The new president called to his study, one after another, those who were believed to be leaders in the disturbances. "They went

with surprise, for they believed 'all the old scores wiped off and there had been no time to run up new ones.' There was nothing said about old scores or new ones. The president met them with that kind and graceful courtesy that was peculiar to him. He talked to them of the opportunities of college life, and made them feel, as though it had been their thought rather than his, the obligation that such opportunities impose. This simple conversation, held with one as he sat with him in his study, with another as he walked with him among the pines, was sufficient to transform these young men. He saved them to themselves, to the college, and to the world. One of them, not only as a minister of the church, brought like aid to many a wandering soul, but became in a special manner the helper of the president in the work of rescuing from entanglement in evil courses the young men who were tempted as he had been."^a

This was President Woods's method. In the ordinary college discipline of that day he placed small dependence. Believing that in every young man's heart there is a principle of honor that can be fully trusted, if once aroused, he had little faith in other means of securing obedience and attention to college duties. So happy were the results of this personal intercourse with this gifted man that one who knew him and the college well does not hesitate to write:

Bowdoin College offered means of education in this respect unequalled in the country. Students found themselves at once in the presence of a culture that might have been the product of the best universities and the most polished courts of the Old World. They received from their president an influence such as men go abroad to seek, such as breathes in the aisles of old cathedrals. They learned from him what reverence means and loyalty. They learned that society is not a mere human invention.

At the same time his colleagues and the public were not always content with methods and efforts that seemed to give a major share of attention to the bad boys, while the good ones were allowed to govern themselves. College students did not cease to be human, and according as one looked at what passed unpunished or at what was entirely prevented was he inclined to blame or praise the policy that directed the college discipline for over a quarter of a century.

In 1840, following a desire expressed on the acceptance of his appointment, President Woods went abroad for a year to study the educational methods and institutions of the Old World. He went with a bias toward mediævalism that was a source of wonder to those who knew him as a lover as well as a descendant of Puritan divines. An extract from a letter written at Oxford, where he met with Pusey, Newman, and other leaders in the tractarian movement, will explain in part why it was sometimes asked if he were not at heart a Catholic:

All my prepossessions in favor of the English system of education have been justified after the most minute inspection. The studies are not more extensive or more thorough than with us, but there is here a magnificence of architecture, an

^a Address on Leonard Woods by Charles Carroll Everett.

assemblage of paintings, statues, gardens, and walks; above all a solemnity and grandeur of religious worship which does more to elevate the taste and purify the character than the whole encyclopedia of knowledge. In each one of the 20 colleges here there is a chapel, the poorest of which surpasses the richest I have ever seen in America. And the service daily performed within them is congruous to the place. In several of them it is performed by 8 chaplains and 16 choristers, robed in white, who are all supported by the foundations, and by whom, day by day and year after year, God is magnified in strains delivered down from the primitive church, if not the very strains of David himself. The effect produced by this service thus performed is inconceivably great, especially upon the young men here."

Shortly after his return President Woods learned of the death in England, where he had long resided, of Mr. James Temple Bowdoin, on whom had been entailed valuable real estate in Massachusetts by the will of Hon. James Bowdoin. Inquiry led him to believe that the patron of the college, a strong Jeffersonian Democrat, never intended or desired that any of his property should go to a British subject, and his study of the law of contingent remainders convinced him that the college could justly advance its claims as residuary legatee. After consultation with eminent lawyers, he had this course pursued, in spite of the pooh-poohing of some of the trustees, themselves jurists of eminence, and the popular disapproval in Boston of the steps taken to bring the case before the courts. The case, however, was not tried. A compromise was proposed by the heirs of Mr. Temple Bowdoin, and in accordance with its terms a net sum of \$31,696 was received by the college.

This increase of funds led to the erection of a long-needed building, a new college chapel. The old wooden chapel, which had also for forty years been called on to house the library, was not in accord with the needs or the dignity of the institution. The new structure, though it bears the name of Governor King, is in reality a memorial of President Woods. Its cost was largely defrayed by money that his skill and persistency had secured. His views were carried out by the architect in the style of the exterior as well as the arrangement of the interior. "We believe," said the many, "that meeting houses should be constructed according to the laws of acoustics." "I believe," said President Woods, "that a church should be erected according to the laws of optics." The dream of his youth, of a structure eloquently building into itself the expressive cross and lifting up its spires to heaven as accompaniments of the prayers rising from it morning and evening, day and night, was realized in his middle age on the Bowdoin campus. The influence of this chapel during the past fifty years upon the students who have gathered within its walls has been as real as it has been silent.

The building is in the round-arched Romanesque style, and built of granite quarried within the town. Its facade is strongly marked by

twin towers whose spires rise to a height of 120 feet. The main walls, which equal in length the height of the towers, shut off the nave, which forms the chapel proper, from the aisles. These are thus made into separate rooms, and, with the choir in the rear, make a home for the library. The transepts break the long reach of the low roof of the aisles, and afford entrance and office rooms. It is the nave, or the chapel proper, which illustrates most clearly President Woods's aesthetic ideas. On passing through the vestibule one finds himself in a broad aisle, on either side of which are five forms running lengthwise, with three rows of seats, each behind and above the other like the choir seats in a cathedral. These are occupied by the students, the lower classes sitting nearer the entrance, while members of the faculty occupy the seats between the forms or on the platform, which occupies the entire end of the room. High above this platform is the gallery, which affords admission to the room recently used for the art collections, and the entrance to which is so arranged that the large circular window of stained glass at the east end pours a flood of light into the chapel in the morning. Directly opposite is the organ loft, with a gallery for the choir and a beautiful organ, the gift of a recent graduate. The woodwork, all of black walnut, has designs in relief in harmony with architecture of the building. Where the wainscoting ends the smooth walls rise nearly forty feet before they are broken by the clerestory windows. The space thus obtained is, by decorative frescoing, cast into 12 large panels for as many paintings. The panels on the north side are all filled by scenes illustrative of New Testament history,^a and three of those on the opposite side set forth the Contest between St. Michael and the Dragon, after Raphael, by Otto; Adam and Eve, after Flandrin, by Vinton; and, the Giving of the Law, by Lathrop. The three by Mr. Lathrop are done in distemper, the others in oil, that by Mr. Vinton being on canvas and glued to the wall. Above the pictures are 14 round-arched windows of stained glass, which, with those in the façade, give a dim, religious light. The ceiling, which is open to the roof, is painted blue, with golden stars.

Illustrative of how beauty rather than utility was sought by the architect is the traditional story that the first arrangement of the shelving, an arrangement appropriate to a chapter house, did not afford sufficient room for the books already possessed by the college, and the inconvenient galleries were constructed to obviate the defect.

President Woods's absence in Europe and Professor Newman's resignation led to the employment again in 1840 of tutors. At least two of these should be mentioned, Henry Boynton Smith, a graduate of

^aThe Annunciation, after Jalabert, the Adoration of the Magi, after Cornelius, by Mueller; the Baptism, the Transfiguration, after Raphael, by Lathrop; Peter and John healing the Cripple, Paul on Mars Hill, both from Raphael's cartoons, by Mueller.

1834, who, fresh from studies in Germany, took the instruction that would naturally fall to the president, and whose subsequent career as a teacher and theologian at Amherst and Union Theological Seminary indicate the quality of his work; and Henry H. Boody, who subsequently became a permanent member of the faculty, occupying the chair of rhetoric and oratory until 1854.

New England colleges, with hardly an exception, have been denominational. An annual deficit of nearly \$2,000 at the beginning of this administration, occurring in the face of the strictest economy, showed the necessity of an increased endowment. Efforts in this direction were made by several of the professors during one of the vacations. They naturally went to the denomination to which they and the various presidents of the college had belonged. Their appeal met with the reply, "We do not know whether Bowdoin College is a Congregational or a Unitarian institution. It is ours by its history, but a majority of its trustees differ from us in doctrinal belief and in ecclesiastical affiliations." Under these circumstances the following declaration was drawn up and signed by 11 trustees (all but 3) and by 34 overseers (all but 9).

DECLARATION.

Whereas it has been deemed desirable by some of the friends of Bowdoin College that its position in relation to the religious instruction which shall be given in the college, and in regard to the denominational character which it shall profess, should be clearly understood, and also that some reasonable assurance of its future policy should be furnished to those who are disposed to contribute to its support: Now, the undersigned, members of the trustees and overseers of the college, do hereby declare—

First. That they regard it as a permanent principle in the administration of the college that science and literature are not to be separated from morals and religion. Against such a separation the charter of the college has guarded, by requiring that its funds shall be appropriated, not only for improvement in the "liberal arts and sciences," but also in "such a manner as shall most effectually promote virtue and piety."

Second. That they are of opinion this object can be most fully accomplished, and at the same time the pecuniary ability of the college increased, by a known and established denominational character and position, whereby the college may be entitled to appeal for support to some particular portion of the community, by whom the corresponding obligation to afford it is recognized.

Third. That although there is nothing expressly said in the college charter which requires it to have any particular denominational position, yet from its foundation it has been and still is of the Orthodox Congregational denomination, as indicated by the state of the religious community in Maine when the college was established, by the religious instruction which has heretofore been given, and by the opinions of its former and present presidents and of a large portion of those who have been engaged in its government and instruction.

Fourth. That they consider any attempt to modify or change the character which it has so long maintained unwise and inexpedient, and they have no purpose or expectation of making such an attempt.

Fifth. That in their opinion the boards of trustees and overseers and the academic faculty should be composed of those who are competent and willing to perform

their respective duties in a manner not to impair or restrain, or in any degree conflict with, the moral and religious instruction which is designed to be given in the college, in harmony with its denominational character as herein defined, care being taken that such instruction be given by officers of that religious faith.

Sixth. That although no purpose or expectation is entertained of attempting any change in the character of the college in the foregoing particulars, yet if, in the progress of opinions and events, it shall result that the "liberal arts and sciences, virtue and piety" can be more successfully advanced by some modification or changes, nothing herein expressed is to be understood as forbidding the trustees and overseers of that day from adopting such measures as shall best promote the ends of the college and the advancement of religion and knowledge, a proper regard being always had to the circumstances and motives which induced this declaration.

Seventh. The undersigned make this declaration as a basis of action, in the expectation and hope that it will secure the highest results of literature and piety, and that it will not only furnish a basis for pecuniary aid, but will also effect a conciliation of different views and interests, and thus present the college in the most favorable and satisfactory light before the public.

With this statement the Congregationalists of Maine and Massachusetts were again appealed to by Professor Upham, who acted as soliciting agent, and over \$70,000 was secured. A portion of this, by the desire of the donors, was devoted to the foundation of the Collins Professorship of Natural and Revealed Religion. This professorship was the result of a belief on the part of several friends of the college that the time and thought of one man could well be given to the direct work of moral and religious instruction outside of the organized course of study. The provisions of its tenancy are so different from those of the ordinary professorship that it seems proper to give them in full.

To increase the usefulness of the instruction at Bowdoin College it is proposed that a fund should be raised to found a professorship of theology, to be subject to the regulations stated on this paper as the elementary and essential principles of the foundation.

1. The interest on the amount subscribed and paid for that purpose shall accumulate until the fund shall amount to at least \$15,000, when, or as soon thereafter as the interest accruing annually shall amount to \$1,000, a professor shall be elected and supported from the interest or income of the fund.

2. The professor shall at all times be selected from ministers or ordained clergymen in regular standing of the Trinitarian Orthodox Congregational denomination of Christians.

3. The professor shall not be a member of the executive government of the college, nor be required or allowed to communicate any knowledge of the character, opinions, or conduct of any student of the college obtained by intercourse or conversation with the students.

4. It shall be his duty to endeavor to cultivate and maintain a familiar intercourse with the students, and to visit and converse with them at their chambers, and by conversation, as well as by more formal teaching and preaching, to impress upon their minds the truths of the gospel of our Lord Jesus Christ, their suitability to promote the happiness of the present life, and the necessity that they should be cordially embraced to secure the happiness of a future and endless life.

5. The trustees and overseers of the college may regulate the manner in which these duties shall be performed, and may prescribe other duties to be performed,

including ordinary instruction in the college; but may not do this so as to prevent the performance of the duties enjoined, or so as to cause the professor to teach or conduct in any manner inconsistent with the faithful performance of those duties.

The chair was held by a succession of distinguished men, whose labors were productive of much good. The first was Calvin E. Stowe, a graduate of the class of 1824, who resigned in 1852 to accept a professorship at Andover Theological Seminary. He was succeeded by Roswell Dwight Hitchcock, well known from his subsequent connection with Union Theological Seminary. Egbert C. Smyth then held the position for seven years, till he also was drawn away to Andover Hill. The venerated Alpheus S. Packard discharged its duties during the last twenty years of his long life. The income having been for some time insufficient to pay the salary of such a man as the position demands, the college has been compelled to dispense with a portion of the duties and to add the others to the department of Greek. The scope of this professorship is best shown by the adjoined report to the visiting committee of the second occupant of the chair:

The undersigned, Collins professor of natural and revealed religion, begs leave to make report of the diversified and somewhat peculiar labors of his office, as follows:

First of all, his care is to make the particular acquaintance of each individual student as he enters upon his college course, gaining, if possible, his confidence, that he may learn his character, and adopt the wisest measures for the mental and moral advancement of each and of all. To this end, the students are invited to his house; called upon, so far as practicable, at their rooms, and in every way encouraged to make him their friend and adviser. These endeavors, he desires to say, have met with the kindest and most generous appreciation on the part of the students, whose bearing toward himself has been everything that could be asked.

During the whole of the fall, and a part of the spring term, he has had the freshmen three recitations a week in Paley's Natural Theology, connecting with these recitations near the beginning of the collegiate year a short series of practical lectures on such topics as health, study, manners, and morals. With the sophomore class, a few weeks in the spring term were devoted to the reading of Cicero's treatise De Contemnenda Morte. With the juniors, Alexander's Moral Science, assigned to the summer term, and last year gone through with, has this year been omitted on account of the shortening of the term.

On Saturday evenings, once a fortnight, religious lectures have been delivered, the attendance upon which, though voluntary, has been as large as the dimensions of the lecture room have been allowed to accommodate. And finally, on the Sabbath, in the village church, where a large majority of the students worship, some ten or twelve discourses have been delivered, with special reference, in most cases, to the peculiar circumstances and wants of a community like this of ours.

In all of which labors, so entirely congenial to his own tastes, the undersigned has enjoyed the heartiest sympathy and cooperation of the president and other officers of the college, to whom he feels himself largely indebted for that measure of success and comfort with which he has been enabled to pursue his work. He entreats now only the continued and increasing favor of the friends and patrons of the college, and, above all, the blessing of Heaven, without which no enterprise can prosper, either for the life that now is, or for that life which is to come.

All of which is most respectfully submitted.

ROSWELL D. HITCHCOCK.

The definite avowal of the denominational character of the college aroused much feeling on the part of a few earnest and active friends of the institution, several of them on its board of trustees, who did not agree with the majority of their colleagues either as to the facts stated or as to the course pursued. They held that the institution was founded by the State; that differences in theological matters had not then divided the churches of the State; and that the principal benefactor, and perhaps the first president, belonged to the liberal wing, and in this century would not stand with the "Orthodox Congregationalists." The trustees holding these views felt that the declaration debarred the college from choosing aught less than a Congregationalist as president and as theological professor, but that it did not call upon them to fill all vacancies in their board from this denomination. This view was antagonized at the time by a majority of the board of overseers, and one or two elections to the upper board were vetoed by the lower. Finally a prominent layman in the Baptist denomination was chosen as a compromise. Subsequently two Congregational clergymen were elected, and since that period a majority of the members have belonged to that denomination, although pains have been taken to have the body represent other Protestant denominations. Subsequent gifts have been conditioned upon the denominational character of the college, which has not been questioned of late years. The question of whether any of the professors should hold views inconsistent with the religious teachings of this denomination also arose at this time, and cost the college the services of at least one honored son, who has since gained fame for himself as well as for her at a larger institution. President Woods held the view now so generally adopted, and for a score of years followed at Bowdoin, "that a man's fitness to teach any branch of secular learning does not depend on his theological belief."

In 1852 the college celebrated with much eclat the jubilee anniversary of the first commencement. Of the 7 members of the first class 3 were living and present, while nearly 500 of the 1,000 graduates also tendered their congratulations to alma mater in person. The anniversary exercises consisted of an address by Nehemiah Cleaveland, of the class of 1813, reviewing the history of the college with reference to its personnel; an address by Chief Justice Tenney on the same subject from the scholastic side; a poem by Rev. Ephraim Peabody, D. D., and the singing of an ode written for the occasion by Rev. Elijah Kellogg. At the anniversary dinner held in a temporary building erected for that purpose on the campus, Hon. George Evans presided, and among the speakers gracefully called upon Hon. Franklin Pierce as one of the two sons of Bowdoin upon whom the nation was about to impose the burden of leadership, the other reference being to Hon. John P. Hale, who was the candidate of the Free Soil party. The attendance of the public was probably greater than

at any subsequent commencement, with the possible exception of 1875, when Longfellow delivered his *Morituri Salutamus* at the reunion of his class. Three thousand persons are said to have sought admission to the church where the commencement exercises were held.

The restraint of narrow means, President Woods's conservatism, and that of the venerable professor of chemistry and mineralogy, kept the college from increasing the amount of natural history in the curriculum until early in the sixties. Prof. Raul A. Chadbourn, afterwards president of Williams College, succeeded Professor Cleaveland; and the foundation of the Josiah Little professorship of natural science enabled the college to add to its scientific staff a graduate of 1859, Cyrus Fogg Brackett, now at Princeton. The amount of time, however, devoted to science was not materially increased during this administration, which closed in 1866.

The president's reactionary views in political matters, made prominent by the events of the civil war, and, though not proclaimed, never disguised, led to so general a discontent as to hasten the resignation that he intended to offer on attaining his sixtieth year. He carried from the position the warm affections of hundreds of Bowdoin students. He had signed more diplomas than any of his predecessors. The graduates of these twenty-seven years include a chief justice of the United States Supreme Court, a judge of the circuit court, 5 judges of the State supreme court, 2 governors, 2 United States Senators, a Speaker of the National House of Representatives, 1 at least of the great war generals, and 18 others, whose gallantry gained them that title. The remaining years of President Woods's quiet life were given to historical studies. He died December 24, 1878.

PRESIDENT HARRIS'S ADMINISTRATION.

The fourth president of the college was chosen from the alumni. Samuel Harris, a member of the class of 1833, graduated at Andover Theological Seminary in 1838, and after two pastorates in Massachusetts was called to the chair of systematic theology at Bangor Seminary. The duties of this position he had discharged with marked success for twelve years when, in 1867, at the suggestion of the retiring president, he was chosen to fill the vacancy. His inaugural, on the necessity, the idea, and methods of college instruction, delivered at the following commencement, shows clearly the aims of his administration. The end of the college is "not to impart knowledge, but to strengthen and discipline the mind, to put the man in possession of himself, and to enable him with greatest facility to achieve the greatest and best results." It is the object of a college to make men. In respect to the popular demand for important changes in the course of study, he held that the natural sciences should reasonably receive

increased attention, not on utilitarian grounds, nor because of their intrinsic importance, but that the three great subjects of human thought, nature, man, and God, should be considered in due proportion.

The addition in 1868 of Prof. George L. Goodale, now director of the Harvard botanical garden, and two years later of Prof. E. S. Morse, to the corps of instructors in science, together with the requirement of laboratory work from the students, led to marked interest in that side of the curriculum. A fortnightly publication, known as the Bowdoin Scientific Review, was conducted by Professors Brackett and Goodale. Of the comparatively small number of graduates during this period, one-tenth have given themselves to scientific research. On the other side of the curriculum, also, marked changes resulted from the death or retirement of the older men. In the ancient languages, Prof. Jotham B. Sewall succeeded Professor Packard; in mathematics, Prof. Charles G. Rockwood, jr., now of Princeton, followed Professor Smyth. President Harris assumed the department of mental and moral philosophy. Of the character of his instruction hundreds of students can testify, and the public on both sides of the ocean are aware from his Philosophical Basis of Theism and Self Revelation of God. The responsibilities of the college presidency weighed heavily upon Dr. Harris, and he had a singular distrust of his personal qualifications to obtain the largely increased endowment necessary to a successful accomplishment of his plans. These two facts, with the tempting offer of a professorship of theology in Yale University, led him, in 1871, to resign a position he had held with honor to himself and advantage to the college.

PRESIDENT CHAMBERLAIN'S ADMINISTRATION.

The fifth president, like his predecessor, was chosen from the alumni of the institution. Gen. Joshua L. Chamberlain, a graduate of 1852, pursued a course of theological study at Bangor Seminary; on its completion was recalled to his alma mater as an instructor, and was a successful teacher in the department of modern languages and of rhetoric and oratory. Shortly after the outbreak of the war he received leave of absence, entered the Army, and served to the end of the contest with distinction. He was twice wounded, once so severely that its effects are still felt; was promoted by General Grant on the field of battle to be brigadier-general "for gallant conduct in leading his brigade in a charge;" had the honor to be assigned to receive the formal surrender of Lee's army at Appomattox Court-House, and left the Army with the brevet rank of major-general and the command of a division. After a brief service as acting president at the close of Dr. Woods's administration, he resigned his professorship to assume the office of governor of the State, to which he was chosen in 1866 and to which he was thrice reelected by large major-

not without some opposition, made the military drill elective with work in the gymnasium, and this arrangement continued until 1882, when instruction in military science was entirely discontinued.

This administration was marked by substantial additions to the college funds. Through the exertions of the president and others an alumni endowment fund of \$100,000 was raised. Mr. Henry Winkley, of Philadelphia, who became interested in the college solely through the work it was doing and gave without solicitation, liberally endowed the Latin professorship. Mrs. Valeria Stone, of Malden, Mass., endowed the chair of mental and moral philosophy. This professorship since its endowment has been held by Prof. George T. Ladd, now of Yale University, Prof. Gabriel Campbell, now of Dartmouth College, and by Rev. Dr. Samuel G. Brown, late president of Hamilton College. Its endowment also enabled President Chamberlain to give all his attention to instruction in political economy and constitutional law, the courses in which were more prominent and popular than ever before.

Shortly after the close of the civil war it was proposed to erect a memorial hall in memory of the Bowdoin students who had fallen in the struggle. This scheme enlisted the enthusiastic labor of Prof. William Smyth, who at his death, in 1868, had solicited for this purpose upward of \$30,000, mostly in small amounts, from the alumni. The exterior of the building was more expensive than was anticipated, costing nearly \$50,000. Its interior was completed in this administration through a further gift of \$25,000 from Mrs. Stone. The first floor contains a room for faculty meetings, a small hall, and two commodious recitation rooms.

The second floor is given entirely to the memorial hall proper, a spacious audience room used for the public exercises of the college. The walls are hung with portraits of the presidents, benefactors, and distinguished graduates of the college. On bronze tablets on the east side are inscribed the names and rank of 289 Bowdoin students who fought for the Union. To understand the significance of this number it should be remembered that in 1864 the college had less than 1,200 living graduates.

Extensive commercial enterprises in which President Chamberlain had gradually become interested made such demands upon his time and energies that in 1883 he resigned the presidency, and though for two years longer the college enjoyed during a portion of the year his services as lecturer, his residence has been mainly in New York City. Two years elapsed before a new president was elected. The executive duties of the position were meanwhile discharged in part by Rev. Dr. Packard, but mainly by Prof. Henry L. Chapman, D. D., who was appointed dean of the faculty.



MEMORIAL HALL, BOWDOIN COLLEGE.

PRESIDENT HYDE'S ADMINISTRATION.

In 1885 the boards unanimously chose to fill the existing vacancy William De Witt Hyde, then a young man of 26. A native of Winchendon, Mass., he pursued his preparatory course at Phillips Exeter Academy and graduated with high honors at Harvard in 1879. He at once entered upon the study of theology, spent one year at Union Theological Seminary and completed the course at Andover Theological Seminary. He had given much attention to philosophy, being one of the founders of the Harvard Philosophical Club, and he spent the academic year 1882-83 in advanced study in that and kindred subjects at Andover and Cambridge. He came to Brunswick from a successful pastorate of two years over the Congregational Church at Paterson, N. J. It had been thought desirable that the instruction in mental and moral philosophy should be in the hands of the president, and the ability and insight Dr. Hyde had displayed in that department doubtless influenced the trustees in their choice. Their confidence was well placed. The courses conducted by him, though acknowledged as difficult, are reckoned among the popular studies of the curriculum. The interest aroused is attested by the voluntary formation of a club of undergraduates for the further study of the problems brought to their attention.

President Hyde's administration of the college has been wise and progressive. He is a firm believer in the mission of the small college and has labored efficiently to make Bowdoin a model of that class of institutions. Friends, some of them appearing in unexpected quarters, have bestowed of their wealth, and the burden of poverty that has in the past hampered all efforts for improvement and extension has been materially lightened. The benefactions received since 1885 amount to \$200,000, one half being from the Fayerweather estate, and double this sum will probably accrue to the college from the estate of Mrs. Catharine M. Garcelon, of Oakland, Cal. The policy which he has pursued may best be set forth in his own words, as given in an article in the Educational Review of November, 1891:

There are two fundamental lines of scholarly interest and two corresponding types of mind, the literary and the scientific. The college should, by its required courses, insure to every student an acquaintance with the first principles in both these fundamental lines of study. The college may wisely require of its candidates for a degree ability to read both French and German, to write correct English, the elements of political and economical science, psychology, and ethics on the side of literature and life of man; and higher algebra, geometry and trigonometry, and the elements of chemistry, physics, and biology on the side of mathematics and physical science. For the remaining half of the course sufficient electives should be offered to allow concentration on either literary or scientific studies, according to the taste and interest of the individual student. The chief business of the college is to train young men for active life, and a good proportion of a college faculty should be men who have gained maturity of character through experience in the great school of life: men who have studied a

EDUCATION IN MAINE.

sted themselves in some practical social problem, or have or have edited a paper or delivered lectures, and at the same and fresh their scholarly pursuits and aims. In the college must be more than the scholar, if both he and his department respect of his students. Still, in order to fulfill its other ng the scholarly impulse in those who have capacity for ers, no college faculty should be without a group of use university training and thoroughly imbued with the univese men must be selected with the greatest care out of scores th reference to their human, quite as much as their scholar- Of course the two types of men may be blended in the same en are, however, somewhat rare. The presence of two or insures to a college perpetual prosperity and power.

ege government are to secure good order and freedom from of the college and to protect the and vice. In a small college the first object can be most effectively secured by putting the whole responsibility for good order into the hands of the students themselves, as represented by a senate or jury of their own election. Their fitness, their loyalty to the college, and their regard for its good order, together with their superior opportunities for ascertaining the facts about any disturbance, render them the best guardians of its peace and order that a college can secure. In order to make this system work, however, it must be a reality and not a pretense. The faculty must put the whole responsibility entirely upon the students, reserving no veto power or right of reconsideration to themselves. At Bowdoin College this responsibility has been delegated to a senate of students, which has since its organization, almost eight years, and throughout at period no question has been brought up to be dealt with by president or faculty. The students have acted wisely, sometimes they have acted unwisely; sometimes they have failed to act at all. But in every case the full responsibility has been with them. There has been a steady advance in the fidelity and efficiency with which the jury has done its work, and during the last two years they have done all that the strictest faculty would, and more than any faculty could have done to maintain the good order and elevate the standard of conduct in and about the college grounds.

The reformation of individual students can be done better by personal influence of president and professor than by formal faculty action. If a student fails to respond to this personal appeal he should be removed as quietly as possible at the first convenient season, in a way that will least attract the attention of the outside world, least hurt the feelings of parents and friends, and most kindly and firmly impress upon the student the fact that he and not the college is to blame for the severing of their connection.

The assumption with reference to students should be not that they are criminals, to be properly punished for every crime they commit, but that they are thoughtless and immature persons, who often need advice and warning and reproof; who, as a rule, mean to do right, and can be much more efficiently controlled by good will and patience than by wrath and vengeance. In a word, the government of a small college should be that of a large family; the welfare of the students, collective and individual, should be its single aim, and the fewest rules and the slightest penalties and the least display of authority that will accomplish these ends is the ideal of college government.

The spirit and tone of the college should be in the broadest sense of the term religious. It is simply inconceivable that young men between 17 and 23 should be content with the mere doing of the particular tasks assigned them from day

to day, regardless of the wider relations and deeper meaning of their lives. The maintenance of this religious tone and spirit, which is mainly because it is godly, and is superior to the shocks of time and fortune because it is rooted and grounded in eternity and God, should be the distinctive and crowning glory of a small college.

For combining sound scholarship with solid character; for making men both intellectually and spiritually free; for uniting the pursuit of truth with reverence for duty, the small college, open to the worthy graduates of every good high school, presenting a course sufficiently rigid to give symmetrical development, and sufficiently elastic to encourage individuality along congenial lines, taught by professors who are men first and scholars afterwards, governed by kindly personal influence, and secluded from too frequent contact with social distractions, has a mission which no change of educational conditions can take away, and a policy which no sentiment of vanity or jealousy should be permitted to turn aside.

The instruction at Bowdoin is divided into thirteen departments, two of which are to be subdivided in the near future. In each the teaching is in the hands of a professor or permanent member of the faculty. While assistants are regularly employed in the laboratories and library and instructors occasionally fill temporary vacancies, the actual work of instruction is assumed by the professor. The department of philosophy is in charge of the president, who is Stone professor of mental and moral philosophy. The course extends through the three terms of senior year, and is required, save in the winter term. Psychology is first taken up and is taught with constant reference to its practical bearings. It is followed in the second term by a consideration of the history of philosophy, in which the aim "is to familiarize the student with the spirit and method of speculative thought and to stimulate inquiry and reflection on the grounds of rational certitude and religious faith." President Hyde has devoted much attention to ethics, and in the closing term of the year gives a "review of modern ethical systems and a presentation of the more prominent particular duties which are essential to man's realization of himself as a social and spiritual being."

The department of English literature is in charge of Henry L. Chapman, D. D., Edward Little professor of rhetoric, oratory, and English literature. The course consists of the study of Bacon's *Essays* and Milton's *Areopagitica* as an elective in sophomore year, and of a course, also elective, on the history and development of literature from the earliest times to the nineteenth century, which extends throughout the senior year. Logic, both deductive and inductive, is a required study, and is taught by the professor of English literature.

The department of rhetoric and oratory is in charge of Mr. Albert W. Tolman, A. M. The required course consists of lectures and exercises in elocution during two terms of freshman year; of the textbook study of rhetoric for one term in sophomore year; of practical rhetoric, i. e., extemporaneous composition, original declamations and critical study of literary style, to which the third term of junior year is given, and of the writing of themes during each term of the last-

mentioned years. Elective work in this department consists in courses of private reading, selected with a view to appreciating and developing a correct literary style, and in personal instruction in elocution, open especially to seniors and juniors.

The department of history and political science is in charge of Prof. D. Collin Wells. It is intended by the establishment of a new chair to largely increase the courses in history. They now consist of an elective open to the junior class and extending throughout that year in English and modern history and of a course in United States history in which especial attention is directed toward the economic and constitutional development of the nation. The work in political science extends through the senior year and is a required study in the winter term when political economy is taken up. Elective courses in anthropology and comparative sociology are also offered during the last year of the curriculum.

The department of French is in charge of Henry Johnson, Ph. D., Longfellow professor of modern languages. The study of this language is required throughout the freshman year. It is pursued as an elective during sophomore year. Instruction in Italian is also offered in this department, the course being an introduction to the study of Dante.

The department of German is in charge of Mr. George T. Files, A. M., who is now in Germany on leave of absence. His place is temporarily occupied by Mr. C. N. B. Wheeler, A. B. This language is a required study throughout sophomore year and is pursued as an elective during the following year.

The department of Greek is in charge of Prof. Frank E. Woodruff, A. M., who is also Collins professor of natural and revealed religion. In this latter capacity he conducts the work in biblical literature, which is made up of a required course in one of the gospels in the third term of freshman year, and of an elective course during two terms of the senior year, in which different portions of the Old Testament are studied from a literary and historical standpoint. The Greek language and literature is a required study during freshman year and may be pursued as an elective during the remainder of the course.

The department of Latin is in charge of William C. Lawton, A. B., Winkley professor of Latin. The study of this language is required during the first year and may be pursued as an elective during the three remaining years. The object of the various courses in this, as indeed in the other language departments, is to contribute to general literary culture rather than to develop a few specialists in philology.

The department of mathematics is in charge of Prof. William A. Moody, A. M. This science is required during the first year, higher algebra, solid geometry, and plane and spherical trigonometry being studied. To those desiring additional work brief courses in modern

geometry, in practical mensuration, and in surveying are offered in successive terms. The courses during sophomore and junior years are elective and include analytic geometry, differential and integral calculus, and quaternions.

The department of chemistry and mineralogy is in charge of Franklin C. Robinson, A. M., Josiah Little professor of natural science. The courses in this department begin in junior year and extend through two years, being required the first and elective the second. Instruction is given by lectures and experimental work. A view of the chemical laboratory is given on the adjoining page.

The department of biology and geology is in charge of Prof. Leslie A. Lee, Ph. D. The work in biology begins in the third term of sophomore year and extends through the remainder of the course, and is from the first elective. While text-books are used in the study of botany, physiology, zoology and anatomy, great stress is laid on laboratory work, to which much time and attention is given. The mastery of principles and training in scientific observation is sought, rather than mere acquisition of facts. The biological laboratory, though hardly large enough for the classes that elect this study, is well supplied with microscopes and other instruments, and has extensive zoological collections. The interest aroused in this department, as well as the character of the work done, is indicated by the results of a scientific expedition to Labrador in the summer of 1891, led by Professor Lee and composed of Bowdoin students and graduates. The course in geology is an elective of the senior year. The elements of the science are taken up in order and as much study given to rocks and fossils, especially those that can be collected by the student, as time will allow. It is proposed to establish at an early day a professorship of geology and mineralogy, which will increase the number of electives in science, and lead to their introduction earlier in the course.

The department of physics and astronomy is in charge of Prof. Charles C. Hutchins, A. M. Elementary physics is a required study during two terms of the sophomore year and is followed in junior year by a course of the same length designed to afford laboratory practice. A required course in astronomy is given in the first term of junior year. This is followed by an elective course in practical astronomy, for which admirable facilities are enjoyed through the recent erection and complete equipment of an observatory. The course includes the theory and adjustment of instruments and the making and reducing of observations.

The department of physical culture is in charge of Frank N. Whittier, M. D., director of the gymnasium and lecturer on hygiene. A brief course of lectures on human anatomy and physiology, illustrated by means of the extensive collections and models of the medical school, and followed by a similar course on personal hygiene, is given

each class upon entering college. Every undergraduate has a thorough medical and physical examination at the beginning of the college year. From the measurements and strength tests taken, a chart is made out for each student, showing his size, strength, and symmetry in comparison with the normal standard; and also what parts of the body are defective either in strength or development. At the same time the student receives a handbook containing the exercises prescribed for the purpose of correcting the physical defects shown by his chart, with specific directions in regard to diet and bathing. From November until April each class is required to exercise in the Sargent gymnasium, under the supervision of the director, for a half hour on four days of every week. A graded course of class exercise has been arranged. The freshmen have military drill and Indian club swinging; the sophomores, exercises with wands or dumb-bell; the juniors, fencing with single sticks; the seniors, fencing with foils or broadswords. For the exercises with the chest weights, bars, rings, etc., each class is divided into three divisions and the work is carefully graded to suit the strength of each division.

The gradual growth of physical culture into an essential part of the Bowdoin curriculum has been interesting and perhaps instructive. Over seventy years ago the faculty noted unusual prevalence of sickness one spring term, due, they thought, to insufficient exercise, and they formally recommended the students to engage in playing ball. Further than such advice and the furnishing of simple apparatus like horizontal bars and swings in the open air the college authorities did not go until about 1860, when Commons Hall was fitted up as a gymnasium and graded exercises were conducted by Mr. William C. Dole, subsequently connected with similar work at Yale. Since this time, with the exception of a few years, instruction has been regularly given, generally by a physician, and work in the gymnasium has been required since 1872. In 1885-86 a commodious and well-arranged gymnasium was erected at a cost of \$12,000. This is named the Sargent Gymnasium, in honor of Dr. Dudley A. Sargent, of Harvard University, who was instructor here for five years and who furnished it with complete sets of the most approved gymnastic apparatus. The building is heated by steam, lighted by electricity, and is supplied with all needed facilities for bathing.

The faculty of the present day do not find it necessary to recommend to the students athletic games. There exists among them organizations for the support and practice of baseball, boating, football, tennis, and general athletics. The annual field-day exercises and the class races early in June are events of much importance to the undergraduates. Intercollegiate contests in all these games win much attention, and have to be restrained rather than encouraged. At the same time this athletic side of college life is believed to be of advantage to the student and has the personal cooperation of mem-

bers of the faculty, who with alumni serve upon the committee having a general oversight of these interests. A commodious boat house has been erected on the banks of the Androscoggin for the use of the boating association, and for the expenses of this as well as the other athletic organizations considerable money is annually raised by subscription from graduates and undergraduates.

THE MEDICAL SCHOOL.

From its successful inception in 1820, of which an account has been given above, the medical department of the college has made advances somewhat remarkable in view of the lack of endowment. The withdrawal of State aid in 1834 was keenly felt on the side of the library, but the accession to the faculty of men like John Delamater, William Sweetser, Reuben Dimond Mussey, Edmund R. Peaslee, and For-dyce Barker enabled the institution to maintain its standing in the front rank of New England schools. In 1860, through the liberality of the late Seth Adams and the grant of half a township of land from the State, a large brick building was erected for the special use of the school. This contains large lecture rooms, the chemical laboratory, dissecting rooms, and ample accommodations for the medical library and anatomical collections. The latter have been increased by extensive purchases and are of much value. The course of lectures which at first extended over three months now includes five, the graduation exercises of the school preceding the academic commencement day. The professorships have been increased from four to eight, the fees from \$45 to \$78. Medical and surgical clinics are held every week. Though many patients thus appear before the class, certain diseases can of course be observed only in hospitals. For this reason mainly it has been proposed to remove the school to Portland and thus bring it into close connection with the Maine General Hospital. The difficulty of securing means for the purchase of a site and the erection of the necessary buildings has hitherto prevented the execution of this plan. The prospective endowment of \$200,000 from the estate of Mrs. Catharine M. Garcelon will enable this and other plans for the increased effectiveness of the school to be carried out.

Candidates for a degree must pass satisfactory oral and written examinations in anatomy, physiology, surgery, chemistry, materia medica, pharmacy, obstetrics, pathology, and practice, present a dissertation on some medical subject, and produce evidence of having attended three full courses of lectures at some regular incorporated medical institution and of having devoted three years to professional studies. Among those who of late have been connected with the school for a series of years there may be mentioned Alonzo B. Palmer, in the department of theory and practice; William W. Greene, in that of surgery; and Burt G. Wilder, in that of physiology. The faculty in 1892 was made up as follows: Israel T. Dana, A. M., M. D., pro-

fessor of obstetrics and diseases of women and children; Stephen H. Weeks, A. M., M. D., professor of surgery; Charles O. Hunt, A. M., M. D., professor of materia medica and therapeutics; Lucilius A. Emery, A. M., professor of medical jurisprudence; Frederic Henry Gerrish, A. M., M. D., professor of anatomy; Franklin C. Robinson, A. M., professor of chemistry; Charles D. Smith, A. M., M. D., professor of physiology; William L. Dana, demonstrator of anatomy; Everett T. Nealey, M. D., demonstrator of histology.

THE COLLEGE LIBRARY.

The library, although from its establishment the largest collection of books in the State, has suffered in the past from the poverty of the institution. The average annual expenditure for the purchase of new books during a period of eighty years did not exceed \$200. These accessions, however, were selected with much thought, by the president in earlier years, subsequently by the successive professors of modern languages, under whose charge the library has been for the greater part of this time. It was, therefore, mainly through gifts that it came to hold in 1883 the tenth place in size among the college libraries of the country. The first notable addition was the private library of Hon. James Bowdoin, numbering 4,000 volumes, and rich in scientific works, in the documentary history of France, and in political writings relating to the formation of the Constitution of the United States. In 1820, 400 volumes were received through President Allen from Thomas Wallcut, esq., of Boston. These included many rare volumes, such as John Eliot's Indian Bible, Cotton Mather's *Magnalia*, and was rich in the works of Puritan divines. Rev. John A. Vaughan, an alumnus, presented a valuable collection of 1,200 volumes, mostly scientific publications. The library was fortunately included among the institutions receiving the 100 folio volumes of the record commission of Great Britain in 1834. Subsequent gifts, hardly less valuable, are too numerous to be mentioned in detail. In 1863, when the collection numbered nearly 15,000 volumes, an admirable catalogue was prepared by the librarian, Rev. William P. Tucker. This is an octavo volume of over 800 pages, with full author entries and a subject-index, and was made in close accordance with the rules proposed by Professor Jewett of the Smithsonian Institution. While the growth of the library has affected the usefulness of this printed catalogue, its accuracy and completeness make it a valuable bibliographical aid, and it supplies the foundation of the card catalogue now used. The incorporation of the society libraries in 1880 largely increased the size of the collection, and with its subsequent growth led to the occupation of the two large wings of the chapel, besides Banister Hall, which was especially designed for the library. In 1885 the present librarian, George T. Little, who had been in charge of the department of Latin, was relieved of much of his work as an instructor,



BANISTER HALL, MAIN ROOM OF BOWDOIN COLLEGE LIBRARY.

and a few years later was enabled to give all his time to the library. This increase of attention, and especially the changes in methods of instruction, have made the library a very important factor in the educational work of the college. It is opened throughout the day and during two hours of the evening. It now receives liberal annual appropriations from the boards, and has, largely through the generosity of Rev. Elias Bond, D. D., and the late John L. Sibley, A. M., book funds amounting to \$17,000. Including the medical library—which is in another building, but under the same management—it numbers 49,000 volumes, and the annual accessions average 1,500. In the administration of the library, in which the librarian is aided by a cataloguer and four student assistants, especial effort is made to render help to all inquirers. A regular course in bibliography, made up of lectures and practical work, has been given the present year as an elective to the juniors in connection with English history, and it is proposed to offer to each class more or less formal instruction in the use and selection of books.

ART COLLECTIONS.

A feature in its educational equipment which distinguishes Bowdoin from the other smaller colleges, if not indeed from the universities of the country, is the possession of a collection of paintings and drawings which could not be duplicated save by a lavish expenditure of money. These collections, purchased abroad by Hon. James Bowdoin at the commencement of this century, came to the college at his death, have been increased by gifts from many sources, and are soon to have, through the munificence of the Misses Walker, of Boston, a fireproof building, designed solely for their proper display and preservation. The drawings, though they number only 140, are representative of Italian, French, Flemish, and English schools of art, and include sketches by Titian, Correggio, Domenichino, Salvator Rosa, Rembrandt, Berghem, Poussin, and Claude Lorraine. The Bowdoin paintings, aside from family portraits, number 70, and include a Van Dyck and a Rubens, besides several ascribed on good grounds to Hogarth, Wouvermanns, Hondeköter, Berghem, with copies from Titian and Raphael. They also include portraits of Jefferson and Madison, painted by Gilbert Stuart especially for Mr. Bowdoin, who was a personal friend of each. Subsequent additions bring up the number of canvases to 150. Among these may be mentioned a portrait by Copley; a large landscape by Wüst, which cost the donor upwards of \$1,000; and a painting of Hagar and Ishmael, obtained from a church at Rome and dating back to Titian's time, if not, as the donor believed, the work of his brush. Besides these paintings and drawings, the college has a small but well-selected collection of casts of the masterpieces of Greek sculpture, many portrait busts by American sculptors, and an interesting series of slabs illustrative of Assyrian art, taken from the excavations at Nineveh.

EDUCATION IN MAINE.

STUDENT SOCIETIES.

The two literary societies, the Peucinian and the Athenian, have played an important part at Bowdoin, not only in the social life of the student but also in their education. Their establishment dates from the first decade of this century, and they gradually came to include in their membership the entire student body. Each held regular and frequent meetings for literary exercises for over fifty years, and in the course of their triennial sessions many of the distinguished men whose names appear in the catalogues are said to have gained as well as displayed their literary and oratorical powers in the carefully prepared debates, which were a leading feature of these occasions. The anniversaries of the societies, at which an oration and poem were delivered by some prominent graduate member, were, from the commencement of the collegiate year. The intense rivalry between the societies for members fortunately extended to the character of the literary exercises and the growth and value of the respective libraries. The amounts contributed by the undergraduates themselves for the purchase of new books were often double those appropriated by the boards for the increase of the college library. In their selection of the advice of the president and of other members of the faculty were frequently sought. Graduate members were solicited for gifts, both of books and of money. The two libraries, each of upward 5,000 volumes, were in 1870, when growth ceased, remarkably complete and valuable collections of the general literature and current periodicals of the forty years preceding. They occupied, with the assembly rooms of the societies, one-half the lower story of Maine Hall, which had been fitted up for their occupation in President Allen's administration. In 1880 they were merged in the college library. The story of the decline of these societies at Bowdoin is like that of similar organizations in the other New England colleges. For a series of years the secret or Greek letter fraternities existed side by side with them. Gradually, however, the latter gained in influence and importance and engrossed the time, thought, and interest formerly given to organizations more distinctively literary in their character and object.

A chapter of the Alpha Delta Phi fraternity was established at Bowdoin in 1841, of the Psi Upsilon in 1843, of the Delta Kappa Epsilon in 1844, of the Theta Delta Chi in 1854, and of the Zeta Psi in 1867. For a score of years it has been customary for a large majority of each entering class to accept invitations to membership in some one of these societies. They are recognized by the faculty, many of whom as former members are welcomed at their meetings. Each has a well-furnished hall. While social intercourse and good fellowship are frankly avowed objects, literary work has a hardly less important part in their activities. Though their rivalries occasionally lead to a partisanship in the selection of class officers, as foolish as it is unfortunate, it is believed they supply a valuable means for acquaintance

and helpfulness between the upper and lower classes and tend to neutralize some of the bad effects of the unusually strong class feeling which has always prevailed at Bowdoin. The element of secrecy has not been in the past a means of hiding dissipation or unlawful practices. On the other hand, society pride has occasionally been evoked as a restraining force in the case of those viciously inclined.

RELIGIOUS HISTORY.

At the close of the last century and the opening of the present was a period of general religious depression. At Bowdoin it is not known that any student during President McKeen's administration had made a public profession of religion. Religious activity existed among the teachers, not among the students. For a longer period than would be supposed, in view of earnest efforts from the very first, this continued the case under President Appleton. A theological society with a membership of 17 was organized as early as 1808, but its meetings were apparently given to the discussion of doctrinal and ethical questions rather than to the promotion of Christian experience. Though its influence for practical piety was not manifest at the time, the results of the trend of thought it inculcated are happily exhibited in the fact that in after life 9 of these 17 became earnest Christians. This society maintained its organization until 1850, at times in face of opposition and with long periods of little or no activity. It collected a library of several hundred volumes, which was incorporated in that of the college. Its discontinuance as a society was due to the increase of other student organizations rather than to any special or prolonged lack of interest in the subjects to which its discussions were devoted.

In 1812 two men of earnest and aggressive piety, Frederic Southgate, tutor, and James Cargill, student, were the means of establishing meetings for prayer and the promotion of personal righteousness among the students, which have since been maintained without interruption. An organization formed 3 years later and known as the praying circle was the agency through which these activities were conducted. Its constitution, though several times revised, has always set forth as the object of the association "mutual edification of its members, the promotion of vital godliness in the college, and prayer for the universal spread of the gospel." Membership has been open to those and only those who offer "charitable evidence of being real Christians" and give "assent to the fundamental doctrines of the gospel." Its meetings have been held twice a week, one on the Sabbath, more formal in its character, and one on a week day evening conducted and attended as a rule by undergraduates only. Despite the presence on its rolls from time to time of names of unworthy members, the personal religious work done by it has been very great. Its membership has varied in different years from one-tenth to one-half

of the student body. The year following its formation there was special religious interest in connection with a revival in the town, and in several subsequent years, notably in 1826, 1831, 1834, 1862, and 1888, large accessions have been made to the number of professing Christians in the college.

In 1882 it seemed best to members of the praying circle to discontinue their union under that name and to form a Young Men's Christian Association. They would thus bring themselves into connection with similar societies in other colleges, and reap the benefits of the supervision given by the State and national associations of this well-known body to Christian work among young men. The provision for associate members it was believed would enlist many of right moral purposes but without a conscious development of religious life. The association has a large and pleasant room on the lower floor of one of the dormitories, gives an annual reception to the Freshman class, and carries on by a series of committees various Christian activities. An annual address by some prominent clergyman is delivered before it on one of the Sabbaths early in the college year. Its members are kept in touch with methods of Christian work by their delegates to State and national conventions and by several who have spent the summer months at Mr. Moody's school for religious workers.

Morning and evening prayers, the former occurring at 6 or 7 o'clock in the morning, the latter at sunset, were maintained at Bowdoin until 1872. At that time evening prayers were discontinued except on Sundays and a more convenient hour selected for the morning

service, which is now omitted on the Sabbath. Attendance at prayers and at one regular church service on Sunday is compulsory. The majority of the students attend the Congregational Church, where special seats are provided them. Three successive pastors of this church have been warmly interested in the student body and have extended their pastoral labors among them as far as opportunity permitted. Of late years singing under the leadership of an organist and choir has become a regular part of the daily chapel service, and a brief address by the president a popular feature of that on Sunday afternoon. It is the aim of the college to maintain a Christian rather than a sectarian spirit in its religious exercises. The best indication of its success lies in the fact that both the Protestant denominations and the Roman Catholic church are represented among its students.

Chapter V.

COLBY COLLEGE.

By EDWARD W. HALL.

Colby College originated with the Baptist churches of the district of Maine. Bowdoinham Association, the oldest Baptist organization of the kind in the State, began the work at its annual meeting held at Livermore, September 26 and 27, 1810. In its minutes of that session is found the following record:

8. It being in contemplation to establish an institution in the district of Maine for the purpose of promoting literary and theological knowledge, Brethren Blood, Boardman, Merrill, Titcomb, and Tripp were appointed a committee to take into consideration the propriety of petitioning the general court for incorporation, etc.

This action led to the appointment of another committee, as recorded in the same minutes:

The committee appointed to consider the propriety of petitioning the general court relative to the establishment of the literary and theological institution, suggested to the association the propriety of appointing a committee to digest the subject systematically, in connection with brethren from the Lincoln Association, and report thereon at the next annual meeting. Elders Blood, Low, and Boardman were chosen for the above purpose.

The Lincoln Association of Baptist Churches passed the following vote at its meeting in Woolwich, September 19, 1811:

7. Voted to appoint the following brethren a committee to sign the petition to the legislature, viz: Daniel Merrill, Samuel Baker, Joseph Bailey, Samuel Stinson, Hezekiah Prince, and Benja. Burton.

The Cumberland Association also, at its first session, held at North Yarmouth, October 2 and 3, 1811, had the same subject in consideration, as appears from the following record:

13. Voted to appoint a committee of 7, in union with the Lincoln and the Bowdoinham associations, to sign a petition to the legislature of this Commonwealth for the incorporation of an institution in the district of Maine for the purpose of promoting literary and theological knowledge, viz: Elders Caleb Blood, Thomas Green, Sylvanus Boardman, Benjamin Titcomb, John Haynes, Ransom Norton, and Deacon Thomas Beck, and that Brother Blood lay the petition before the legislature.

Before the next annual meetings of these three bodies of Baptists occurred a petition had been prepared by the committees and presented to the senate of Massachusetts. On the 5th of June, 1812, this petition had its first reading, and was referred to a committee. A certified copy of this interesting document reads as follows:

PETITION.

To the honorable senate and honorable house of representatives in general court assembled:

Your petitioners humbly show that whereas the encouragement of arts and sciences and all good literature tends to the honor of God, the advantage of the Christian religion, and the great benefit of this and of the other United States of America; and whereas wisdom and knowledge, as well as virtue, diffused generally among the body of the people, being necessary for the preservation of their rights and liberties, and as these depend on spreading the opportunities and advantages of education in the various parts of the country and among the different orders of the people, we believe it to be, as the constitution of our State says it shall be, the duty of legislators and magistrates in all future periods of this Commonwealth to cherish the interests of literature and sciences, and all seminaries of them, and encourage public institutions.

Your petitioners beg leave further to show that whereas Harvard College, in Cambridge, as well as the other colleges and seminaries in this State, have been liberally endowed, either by the appropriation of public land, or otherwise, by grants of the general court, and have been committed to the more particular direction and management of that specific part of the community denominated Congregationalists; and

Whereas we have sustained a part, and not an inconsiderable part, of those appropriations without having any particular share in the oversight and direction of such appropriations ever assigned, by authority, to that part of the community denominated Baptists, we therefore consider and are firmly persuaded that the general court would do no injustice to any section of the Commonwealth, but would render more equal justice to the different sections, and largely promote the best interests of the State generally, by kindly receiving and favorably answering the petition to which we solicit the attention of your honorable body.

Your petitioners also beg leave to show further that there are belonging to the regular Baptist churches at least between 6,000 and 7,000 members in the district of Maine, and large congregations in the same sentiment, so that the Baptists are undoubtedly more numerous in this district than any other denomination, if not than all others. Notwithstanding our numbers are so large, and daily increasing, yet we have no seminary over which we have any controul. It is our judgment that it would be for the furtherance of the Gospel and the general good that a seminary should be founded in which some of our religious young men might be educated under the particular inspection of able men of the same sentiments. God having put into our hearts a strong desire that such an event might be amicably and speedily accomplished, your petitioners humbly pray your honorable body to take their request into your wise and benevolent consideration, and grant them for the furtherance of their object a tract of good land, and cause it to be located as nighly in the center of the district and as conveniently situated as your wisdom may find convenient, for it is contemplated, should it be deemed advisable by the trustees, that the seminary be in the very tract which your honorable body may see fit to grant for its encouragement.

Your petitioners further pray that your honorable body will cause the overseers and trustees of the proposed seminary to be appointed with the powers and privileges which in such cases are by law made and provided.

And as in duty bound will ever pray.

DANIEL MERRILL,

*In behalf and by the direction of the Lincoln Association,
containing 48 associate churches.*

ROBERT LOW,

*In behalf and by the direction of the Bowdoinham Association,
containing 28 associate churches.*

SYLVANUS BOARDMAN,

THOMAS GREEN,

CALEB BLOOD.

*In behalf and by the direction of the Cumberland Association,
containing 24 associated churches.*

The efforts of Rev. Caleb Blood to secure a charter from the legislature of 1812 having failed, Rev. Daniel Merrill, of Sedgwick, undertook the work in January, 1813. His attempt was successful.

The senate committee, of which Hon. John Phillips was chairman, granted leave to bring in a bill, and so reported on the 19th of February, 1813. A bill was accordingly introduced, which came back from the committee to which it was referred with the recommendation "that the third and seventh sections thereof be stricken out; also that the word 'fellows' be erased throughout the bill." A week later the bill was passed and approved in this form:

AN ACT To establish a literary institution in the district of Maine, within this Commonwealth

Sec. 1. *Be it enacted by the senate and house of representatives in general court assembled, and by the authority of the same.* That there be erected and established in the district of Maine, in the township hereafter mentioned, a literary institution, for the purpose of educating youth, to be called and known by the name of The Maine Literary and Theological Institution, to be under the government and regulation of a body politic, as in this act is hereafter described.

Sec. 2. *Be it further enacted,* That Daniel Merrill, Caleb Blood, Sylvanus Boardman, Thomas Green, Robert Low, Benjamin Titcomb, Thomas Francis, Ranson Norton, Daniel McMasters, Hon. James Campbell, Samuel Stinson, John Hovey, David Nelson, Alford Richardson, John Haynes, Samuel Baker, Joseph Bailey, Phineas Pilsbury, Hezekiah Prince, Moses Dennitt, and John Neal, together with the President and treasurer of the said institution for the time being, to be chosen as in this act is hereafter directed, be, and hereby are, erected a body politic and corporate, by the name of the President and Trustees of the Maine Literary and Theological Institution; and that they and their successors, and such others as shall be duly elected members of the said corporation, shall be and remain a body politic and corporate, by that name forever.

Sec. 3. *Be it further enacted,* That for the more orderly conducting the business of the said corporation, the president and trustees shall have full power and authority, from time to time as they shall determine, to elect a vice-president, treasurer, and secretary of said corporation, and to declare the tenure and duties of their respective offices, and also to remove any trustee from the said corpora-

EDUCATION IN MAINE.

in their judgment he shall be rendered incapable by age or other way of performing the duties of his office, and to fill up all vacancies in the said corporation by electing such persons for trustees as they shall judge best: *Provided*, That the number of the said corporation, including the president, treasurer and the trustees for the time being, shall never be greater nor less than twenty-one.

It further enacted, That the said corporation may have one common seal, which they may change, break, or renew, at their pleasure; and that all deeds, contracts, and obligations delivered by the treasurer, and sealed with their seal, by the order of the said corporation, shall, when made in their corporate name, be considered in law as if made by the said corporation: and that the said corporation may sue and be sued in all actions real, personal, and mixed, and may prosecute and defend the same in all courts of law and equity, by the name of the President and Corporation of the Maine Literary and Theological Institution; and that the said corporation shall be empowered to receive, by gift, grant, or purchase, any lands, tenements, or other estates, real or personal: *Provided*, That the annual clear income of the same shall not exceed the sum of thirty thousand dollars.

Sec. 5. Be it further enacted, That the said corporation shall have full power and authority to determine at what times and places their meetings shall be held, and on the manner of notifying the trustees to convene at such meetings, and also from time to time to elect a president and treasurer of said institution and such professors, tutors, instructors, and other officers of the said institution as they shall judge most for the interest thereof, and to determine their duties, salaries, emoluments, and tenures of their several offices aforesaid: that the said president, for the time being when elected and inducted into his office, to be *ex officio* president of the corporation: and the said corporation are further empowered to purchase, or erect, and keep in repair such houses and other buildings as they shall judge necessary for the said institution, and also to make and ordain, as occasion may require, reasonable rules, orders, and by-laws not repugnant to the laws of this Commonwealth, with reasonable penalties for the government of said institution, and also to determine and prescribe the mode of ascertaining the qualifications of the students requisite to their admission: *Provided, nevertheless*, That no corporate business shall be transacted at any meeting unless thirteen at least of the corporation are present.

Sec. 6. Be it further enacted, That the clear rents, issues, and profits of all the estate, real and personal, of which the said corporation shall be seized or possessed shall be appropriated to the endowment of the said institution, in such manner as shall most effectually promote virtue and piety and a knowledge of such of the languages and of the liberal arts and sciences as shall be hereafter directed from time to time by the said corporation.

Sec. 7. Be it further enacted, That the Hon. John Woodman, esq., be, and he is hereby authorized and empowered to fix the time and place for holding the first meeting of the said corporation, of which he shall give notice by an advertisement in a Portland and one other Eastern newspaper, at least fourteen days previous to the time of said meeting.

Sec. 8. Be it further enacted, That the treasurer of said corporation shall, before he enters upon the execution of the duties of his office, give bonds to the said corporation in such sums and with such sureties as they shall approve of, conditioned for the faithful discharge of the said office and for rendering a just and true account of his doings therein when required: and that all the money, securities, and other property of the said corporation, together with all the books in which his accounts and proceedings as treasurer were entered and kept that shall

be in his hands at the expiration of his office, shall, upon demand made upon him, his executors or administrators, be paid and delivered over to his successor in that office, and all moneys recovered by virtue of any suit at law upon such bond shall be paid over to the corporation aforesaid, and subjected to the appropriation above directed in this act.

SEC. 9. *Be it further enacted*, That the legislature of this Commonwealth may grant any further powers to, or alter, limit, annul, or restrain any of the powers by this act vested in, the said corporation as shall be judged necessary to promote the best interests of the said institution; and the said corporation shall be holden to render an account to the legislature, whenever they shall see fit to require it, of all their proceedings and the manner of disposing of the funds of said institution.

SEC. 10. *Be it further enacted*, That there be, and hereby is, granted a township of land six miles square, to be laid out and assigned from any of the unappropriated lands belonging to this Commonwealth in the district of Maine, under the same restrictions, reservations, and limitations as other grants for similar purposes are usually made; the same to be vested in the corporation of said institution, and their successors forever, for the use, benefit, and purpose of supporting said institution, to be by them holden in their corporate capacity, with the power and capacity to settle, divide, and manage the same tract of land or township, or any part thereof, or to sell, convey, or dispose of the same, for settlement only, and to no one person a larger quantity than one thousand acres, in such way and manner, as shall best promote the welfare of said institution; the same to be laid out under the direction of the committee for the sale of eastern lands, and a plan thereof returned to the secretary's office within three years after the expiration of the present war with Great Britain.

Approved by the governor, February 27, 1813.

The name "Literary and Theological Institution" was at that time a favorite designation attached to many schools of a high order in which collegiate and theological classes were united. That a demand for an educated Baptist ministry existed among the churches of that denomination throughout the sparsely settled district of Maine is abundantly proved by the course taken by them to secure this charter. The persons named as corporators were all men of prominence in Maine Baptist churches. Rev. Daniel Merrill, who is recognized as the prime mover in the enterprise, had been educated for the Congregationalist ministry, but was then the able and beloved pastor of the Baptist Church in Sedgwick; Rev. Caleb Blood was pastor of the Federal Street Baptist Church in Portland, Rev. Sylvanus Boardman pastor of the Baptist Church at North Yarmouth, Rev. Thomas Green had formerly been a pastor of the same church and was still residing there, Rev. Robert Low was pastor of the Baptist Church in Readfield; Rev. Benjamin Titcomb, of the Baptist Church in Brunswick; Rev. Thomas Francis, of the Baptist Church in Leeds; Rev. Ranson Norton, of the Second Baptist Church in Livermore; Rev. Daniel McMasters, of the Baptist Church in Sullivan; Rev. Samuel Stinson, of the Baptist Church in Woolwich; Rev. John Haynes, of the First Baptist Church in Livermore; Rev. Samuel Baker, associate pastor of the Baptist Church in Thomaston; Rev. Joseph Bailey,

pastor of the Baptist Church of Ballstown, now Whitefield, and Rev. Phineas Pillsbury, pastor of the Baptist Church in Nobleboro. Of the other corporators, Alford Richardson was a prominent member of the Federal Street Baptist Church, of Portland; John Neal, of the Second Baptist Church of Litchfield; Moses Dennitt, of the Second Baptist Church in Bowdoin; John Hovey, of the Baptist Church in Mount Vernon; David Nelson, of the Baptist Church in New Gloucester; the Hon. James Campbell, a prominent member of the First Baptist Church in Cherryfield, and Hezekiah Prince, a member of the Baptist Church in Thomaston. A willingness on the part of the legislature to accede to their request is sufficiently evident from the promptness with which the charter was granted.

The war with England was, no doubt, more prominent in the minds of most men at this time than the subject of education. The trustees, however, effected an organization, and, with the Rev. Sylvanus Boardman as president and Rev. Otis Briggs secretary, entered upon preliminary work.

In January, 1815, the following petition was laid before the general court:

The undersigned, members of the Maine Literary and Theological Institution, have made the necessary inquiry in pursuance of the duty which devolved upon them, and have with great unanimity determined that township numbered three, on the west side of Penobscot River, in the vicinity of a settled country, is the best selection, in their opinion, that can be made from the unlocated lands of the Commonwealth for the establishment of the institution.

As this township is among those which have been very wisely reserved by the Government for important public purposes, we presume it is only necessary for us to state this fact in order to secure the passage of a resolution authorizing the agents for the sale of eastern lands to deed, agreeably to the request of your petitioners, the township above designated in conformity to the grant of a former legislature.

The undersigned members of the institution consider it their duty to state that this institution was established at the request and in compliance with a petition from those persons denominated Baptists within this Commonwealth: and their object was, and now is, to have an institution at which their children may be educated, over which they may have some influence and control. At the present time we believe it may be truly asserted that not a single individual denominated a Baptist is now a member of the corporation of either of the colleges within the Commonwealth, and from that within this district they have been very pointedly excluded. As the people denominated Baptists may be considered as comprising nearly one-third of the population of the State, they will not, we conclude, be considered as asking too much when they request from the legislature about the same aid that has been afforded to Williamstown and Bowdoin colleges as relates to grants of land. And in order that tuition may immediately commence, a measure so desirable at this time, the undersigned, we presume, have only to request from the present legislature their proportion of the tax upon the banks, agreeably to the distribution made by the last legislature to the other colleges of this State, and this desirable object will be immediately accomplished.

The members of the Maine Literary and Theological Institution having stated,

as they believe, correctly their claims upon the public in favor of their institution, they rely on the justice, the wisdom, and impartiality of the legislature to afford them the aid that has been so liberally extended to the other institutions within this Commonwealth, and as in duty bound will ever pray.

MOSES DENNITT.	EBENR. DELANO.
CYRUS HAMLIN.	RANSON NORTON.
JOHN TRIPP.	JOHN NEAL.
ROBERT LOW.	JOHN HOVEY.
ALFORD RICHARDSON.	DAVID NELSON.
SYLVANUS BOARDMAN.	JOSEPH BAILEY.
SAMUEL STINSON.	JOHN HAYNES.
THOS. FRANCIS.	

The petitioners were successful in obtaining by resolve, dated February 15, 1815, the assignment of the desired township, which had originally been purchased of the Indians and embraced the territory now constituting the towns of Alton and Argyle. It yielded an excellent growth of timber, and the institution was kept alive for many years by the revenue derived from it. The request for a proportionate part of the bank tax was not granted. Although Massachusetts had given to Bowdoin College no less than eight townships of land and \$18,000 in money, its benefactions to the Baptist college were limited to this single township.

The original design of the founders appears to have been to establish the institution upon the very township granted by the State. Reflection must have convinced them of the folly of locating a college in a region destitute of common schools, if not of inhabitants. Accordingly we find the legislature was next petitioned to authorize a change in this original plan. An additional act, passed June 15, 1816, empowered the institution "to locate and establish their building in any town within the counties of Kennebec or Somerset." Several towns within these counties were desirous of obtaining the location of the institution. At a meeting of the corporation in October, 1817, they appointed a committee "to visit those towns which had used their efforts and given encouragement to have the institution located with them, viz, Farmington, Bloomfield (now Skowhegan), and Waterville and report at the next meeting." This committee reported in favor of Bloomfield as the site, but for some reason not fully explained in the records the trustees voted, at a meeting held in Bath October 1, 1817, to fix the location at Waterville. Possibly this action may have been in consequence of larger sums having been pledged by Waterville than by the other town. The town, as a corporation, pledged, but on account of legal objections never paid, \$3,000, while the inhabitants of the town and vicinity subscribed \$2,000 for the benefit of the institution in case it was established at Waterville. At the same meeting a committee was appointed to purchase a plot of ground whereon to erect the buildings. As the result of this action the

so-called Vaughan lot, 86 rods wide, and extending from the Kennebec to the Emerson stream, containing 179 acres, was purchased the following year of R. H. Gardiner, for the sum of \$1,797.50. The south line of this lot was not far from where the memorial hall now stands. But afterwards the college purchased of Professor Chapin for the sum of \$2,500 the Professor Briggs estate, lying immediately south of the original purchase, and extending southerly to the middle point of lot No. 106 of the Kennebec purchase and running on that line, which is coincident with the south line of the lot on which the president's house stands, from the Kennebec River nearly to the Emerson stream.*

A second attempt to obtain aid from the Massachusetts legislature was made in 1818. At the June session a petition was presented by the trustees, upon which a bill was reported granting four additional townships of land and \$3,000 annually. This bill was referred to the next session of the legislature. At that session a number of printed petitions, signed by citizens in several towns in Maine and Massachusetts, were offered, urging the passage of the bill. Objections were made to the language of these petitions as too dictatorial, and as demanding, rather than requesting, the patronage and support of the legislature. So great was the opposition aroused that Gen. Alford Richardson, a member of the legislature and one of the trustees, felt called upon to assert, what he no doubt believed to be the fact, that "the printed petitions did not originate in any act of the corporation, and that they were got up without its knowledge and preferred without its consent."[†]

Hon. William King, afterwards governor of Maine, another member of the trustees, and deputed by them to bring before the legislature the applications for aid, pronounced General Richardson's statement incorrect and maintained the integrity of the petitions. The closing paragraph of the petitions reads:

Your petitioners, in conclusion, can not refrain from stating **what is believed to be a fact, that neither a professed Baptist or Methodist is now to be found among the instructors at Harvard, Williams, or Bowdoin College. Considering ourselves pointedly excluded from the government of these institutions, and that the religious instruction afforded is of a kind not the most correct, etc.**

A comparison of this language with that of the petition presented in January, 1815, shows a remarkable similarity of expression and suggests that both had a common origin. The defeat of the bill, by a vote of 13 to 10, was a serious disaster to the institution and may be attributed to this quarrel between two members of its otherwise harmonious board of trustees. It was deemed necessary to appoint a

* J. T. Champlin, historical address at the fiftieth anniversary of Colby University, August 2, 1879.

[†]A vindication of the character of Alford Richardson against the aspersions of Governor King. Portland, 1822, p. 41.

special committee of the trustees to adjust the matter, which they did by a report to the board in 1820, explaining that the circular petitions were approved in conference and not by a formal resolve, and hence were not recorded. This circumstance, trivial in itself, was the occasion of conflicting views between the two men, who otherwise might have carried the measure through the legislature and have saved the institution many years of poverty and sacrifice.

Rev. Jeremiah Chaplin, of Danvers, Mass., was chosen professor of theology in February, 1818, and Rev. Irah Chase, of Westford, Vt., professor of languages. Both gentlemen at first declined the appointment, but finally Mr. Chaplin, who had charge of the theological students then aided by the Massachusetts Baptist Education Society, decided to accept and to instruct his pupils under the auspices of the new institution. With his wife and students he accordingly took passage in June, 1818, at Beverly, Mass., on board the sloop *Hero*, which brought the little company as far as Augusta.^a

The remaining 20 miles to Waterville were accomplished in a long-boat, which was provided with sails and a cabin, and was at that time the easiest mode of conveyance between the two towns. Their arrival was welcomed by a body of citizens, and an address by Timothy Bouteille, esq.

The new seminary was opened and instruction by Professor Chaplin commenced July 6, 1818, in a house then standing where the present Elmwood Hotel is situated. In May following there were 17 students in the theological department. Tuition was fixed at \$4 a quarter, the price of board was \$1 a week, and wood sold in the winter for \$1.50 per cord.

In an address to the public dated May 21, 1819, it is stated that the trustees have undertaken to erect two buildings, one for the accommodation of the students and one for the instructors. To meet the expense incurred it was proposed to sell part of their township and part of the lot already purchased in Waterville with the money paid by citizens of that place, and which amounted to about \$1,800. There was also due on this subscription at the above date about \$1,200.^b

In the same address occurs the following:

This seminary, though under the direction principally of one denomination, is nevertheless open to persons of every religious sect. From the literary department no one will be debarred who maintains a decent moral character; nor will any one be debarred from the theological department (to whatever denomination of Christians he be attached) who is able to give satisfactory evidence of his piety and of his possessing gifts adapted to the gospel ministry.

This official statement of the trustees, promulgated in the opening year of the institution, indicates the liberal and tolerant spirit of the

^a MSS. Journal of Mrs. Chaplin dated July 20, 1818.

^b Maine Literary and Theological Institution. (Origin, progress, design, and present state of the Institution.) Address to the public. 1819. 8vo., pp. 7.

founders of Colby College. Another statement may be quoted to show that the school was established as a college as well as theological seminary:

The design of the trustees in founding this seminary is not limited to such students as have the gospel ministry in view, but extends to those who are desirous of engaging in any of the learned professions. It has, accordingly, a literary as well as a theological department.

The address also incidentally informs us that "all the students in this seminary at present have the gospel ministry in view and are hopefully pious."

Mr. Alva Woods, then a student at Andover, was chosen tutor in May, 1819, but preferred to continue his theological studies. Rev. Avery Briggs, a graduate of Brown University, was elected professor of languages, and the literary department went into operation under his direction early in October, 1819, with about 25 students.

The first session of the Maine legislature was held at Portland, May 21, 1820. During that session two enactments were passed affecting the new college. The first was an act passed June 19, 1820, enlarging its powers and authorizing the president and trustees "to confer such degrees as are usually conferred by universities established for the education of youth: *Provided*, That the said corporation shall confer no degrees other than those of bachelor of arts until after the first day of January, which will be in the year of our Lord eighteen hundred and thirty."

In order to perpetuate the tolerant spirit already shown by the trustees and possibly to avoid a condition of things observed elsewhere, the act also provided that "the said corporation shall not make or have any rule or by-law requiring that any member of the trustees shall be of any particular religious denomination: *Provided*, That no student belonging, or who may hereafter belong, to said institution, sustaining a fair moral character, shall be deprived of any privileges of said institution or be subjected to the forfeiture of any aid which has been granted by said institution for the purpose of enabling him to prosecute his studies, or be denied admission to said institution on the ground that his interpretations of the Scriptures differ from those which are contained in the articles of faith adopted or to be adopted by said institution." It may be remarked that these two provisions have been faithfully observed in the subsequent history of the college, though it has never adopted any articles of faith.

A second act, passed June 28, 1820, granted to the Maine Literary and Theological Institution the sum of \$1,000 annually from the tax upon certain banks for seven years from February 14, 1821. A similar grant of \$3,000 annually was also made to Bowdoin College, and it was expressly stipulated "that at least one-fourth part of the sums to be received by said college and said literary and theological institution shall be appropriated for and toward the partial or total reduction of

the tuition fees of such students, not exceeding one-half the number of any class, who may apply therefor, according to the judgment of the said corporations, respectively."

Thus one-quarter of the gift was made to the students, and did not increase the revenue of the institution. In the few grants of money afterwards made to the college by the State this principle was generally followed. The formative period of Colby College closes with the following act, which passed the legislature of Maine February 5, 1821:

Be it enacted by the senate and house of representatives in legislature assembled, That from and after the passing of this act the name of the said Maine Literary and Theological Institution shall cease, and the same shall henceforth be called and known by the name of Waterville College, any law to the contrary notwithstanding. And nothing in this act contained shall be construed to impair or annul any of the rights, powers, or privileges of the said corporation.

WATERVILLE COLLEGE.

At the annual meeting of the board in August, 1821, Rev. Daniel H. Barnes, an eminent teacher of science in New York, was chosen president of the college. It was not expected, as appears from a statement in an address to the public dated January 11, 1822, that he would remove to Waterville until some addition had been made to the funds of the college.^a Indeed, the further statement that Mr. Barnes "can not be obtained unless a considerable addition be made to the resources of the college," suggests the reason why the presidency was declined and that office remained vacant until the board met in May, 1822. Subscriptions to the amount of \$10,000 had then been secured, of which \$7,000 only had been paid.

PRESIDENCY OF REV. JEREMIAH CHAPLIN, D. D.

With tardy wisdom the trustees now made unanimous choice of Professor Chaplin for the first president of the college, fixing his salary at \$800 and the rent of the house occupied by him. The teaching force was increased in August, 1822, by the election of Rev. Stephen Chapin to the professorship of theology. The number of students in college at this time was 17, besides 5 in the theological school and 8 in the recently established Latin school, which was held in the college building.

The first commencement occurred August 21, 1822, and attracted a large concourse of people from towns in the vicinity of Waterville. The procession, which continues to be a prominent feature of commencement day, was on this occasion led by a band of music and a company of militia.

^a Waterville College: Origin, Progress, and Present State of the College; Address to the Public. 8vo., pp. 8.

The degree of bachelor of arts was conferred on a graduating class of two members, George Dana Boardman and Ephraim Tripp, and the honorary degree of master of arts on Rev. Samuel Wait, of Georgetown, D. C. Mr. Boardman was at the same time appointed tutor, in which capacity he served the college one year, when he resigned to become the "Apostle to the Karens," and was succeeded by Mr. Tripp.

Two buildings had already been erected on the college lot after cutting away its dense growth of trees. A dwelling house for the president had been completed in 1819, on the site now occupied by Memorial Hall. In 1821 the South College, a brick dormitory, 80 by 40 feet and four stories high, was built and 18 rooms furnished, besides fitting up a portion of it for a chapel. The erection of a second dormitory of the same dimensions, known as the North College and afterwards as Chaplin Hall, was authorized in May, 1822. The cost of the mason work of this building was \$3,000. Of both dormitories Mr. Peter Getchell, mason, and Mr. Lemuel Dunbar, carpenter, were the builders.

The expenses of the students in 1822 are given as follows: Tuition, \$16; rent of a room, \$12 per year; board, \$1.34 a week if paid to the steward in advance, but \$1.42 if payment was deferred till the end of the term. The best hard wood could then be bought green in winter for \$1.25 per cord.

It is interesting to find in a second address to the public, issued by the trustees January 11, 1822, the confident expectation that Congress would extend to the Southern and Eastern States the same liberality toward the cause of education which had been shown by grants of public lands to some of the Western States for that purpose. The hope is expressed that from this source "Maine will in a few years find herself in possession of funds sufficient for the support of both her colleges without appropriating to that object any considerable part of the moneys raised within the State."

In 1827 Professor Briggs was transferred to the chair of **mathematics** and natural philosophy. A professorship of rhetoric and **Hebrew** was established in 1831, to which Rev. Calvin Newton was elected. John O'Brien Chaplin, class of 1825, son of the president, had charge of the Latin school from 1826 to 1828, when he was appointed **tutor** and librarian. In 1832 he was made professor of Latin and **English**. This professorship continued only one year.

The degree of doctor of medicine was conferred by the college in the years 1830, 1831, and 1832 on 55 medical students who had completed the medical course at the Clinical School of Medicine, then recently established at Woodstock, Vt. The names of the **medical** faculty and of their students are printed in the college catalogues of that period, and the graduates are enrolled in the triennial of 1834. Two members of the Waterville faculty and two examiners appointed by the Vermont Medical Society attended the examinations at **Woodstock**, and the degrees were conferred on their recommendation. **The**

practice was then a common one during the infancy of several medical colleges. In 1833 the medical school was empowered to confer its own degrees.

The theological department was speedily overshadowed by the literary course after the "institution" became a college. The first triennial, issued in 1825, gives the names of the graduates in theology. These are 15 in all, beginning with 3 names in 1820 and ending with 5 in 1825. Though President Chaplin was, for the second time, professor of theology from July, 1829, to July, 1832, when theological instruction must have ceased, no record of any other students in this department appears in subsequent triennials.

Commenting upon this exclusion of the theological department, President Champlin says:

I know not under whose counsels this was done, but it has always seemed to me a great mistake. Within those few years a good many of the original board had fallen out and new members been introduced, and quite likely the ambition of having an institution of a higher grade may have blinded the eyes of those who remained to its consequences. The result was hastened also, undoubtedly, by the fear that Brown University would be lost to the denomination through the defection of President Messer. But however brought about, when its effects became apparent there was great dissatisfaction in a large portion of the denomination throughout the State, which some years later culminated in the establishment of an ephemeral theological school at Thomaston, under the management of Prof. Calvin Newton. One consequence of this disaffection was a general falling off of interest in the institution among its natural friends, and a certain coldness and indifference toward it, from which it has not fully recovered to the present day. Had the institution retained its original and more popular form till the affections of the denomination had crystallized around it, and the denomination had withal grown up so as to demand a college, I can but think that its history would have been different."

The history of other similar "institutions" of twofold purpose, several of which came into existence at this period, shows, however, that they either abandoned one of the departments or in the attempt to build up both simultaneously met with disastrous failure. The opening of the Newton Theological Institution in November, 1825, doubtless affected the attendance at Waterville.

President Chaplin continued in the presidency of the college eleven years, resigning in 1833, after thirteen years of devoted service. He then became pastor of a church in Rowley, Mass., his native place, and afterwards of a church in Willington, Conn. He died at Hamilton, N. Y., May 7, 1841.

The personal appearance of President Chaplin is said to have been such as to impress the observer with the idea of something unusual in his character. "Though there was an absence of gracefulness, yet there was something in his tall, spare frame, broad shoulders, and

"Historical Discourse, 30th Anniversary, by J. T. Champlin, August 2, 1870, p. 16.

bony face, in his low but intellectually developed forehead, small, black, mild, but piercing eyes, which rarely failed to arrest the attention of a stranger."^a

As material monuments of his administration Dr. Chaplin left the college provided with 2 brick dormitories, 2 dwelling houses for college officers, a large boarding house, a farm of 180 acres, 2 workshops, a good chemical and philosophical apparatus, obtained at a cost of \$1,500, and a library of about 2,000 volumes. It was chiefly by his personal efforts that all these were obtained. A brick building for the academy connected with the college was also erected by his efforts, and the pulpit of the Baptist church was for several years supplied by him without compensation.^b

Unhappily there is reason to fear that Dr. Chaplin on his retirement carried with him a false impression as to the estimate which the public set upon his services, but the lapse of years has preserved only the highest praise of his self-denying, persistent, and heroic efforts, and no name in the history of the college will ever be held in greater veneration than that of its first president.

At the annual meeting in August, 1841, the trustees passed resolutions "in grateful remembrance of the able, untiring, and successful labor of the late President Chaplin," and appointed Rev. A. Drinkwater, Prof. George W. Keely, and Prof. Calvin Newton a committee "to devise some monumental memorial of Dr. Chaplin at Waterville." The committee had a memorial tablet prepared and placed on the wall in the rear of the president's desk in the old chapel in 1842, from which place it was transferred to the western wall of the new chapel in memorial hall. It is of dark marble, and bears the following inscription in gilded letters:

JEREMIAE CHAPLIN. S. T. D.
HVJVSCE ACAD. AVCTORI ET ANN. XI. PRAES.
VIRO ACERR. INGENII PRISC. FIDEI ET SANCTIT.
VERECYNDIAEQ. CHRIST. IN PROFANIS ACVRATE
IN SACRIS MIRIFICE VERSATO. P. 80C
A. MDCCXLII.

MANUAL-LABOR DEPARTMENT, 1830-1842.

About 1825 an attempt was made in many institutions of higher education to combine manual and mental training, not without a view to the financial benefits that were expected to result to the students as well as to the seminaries. A department of manual labor was in full operation at the Maine Wesleyan Seminary when the trustees of Waterville College, in August, 1827, voted "that it is expedient to

^aEulogy on Rev. Jeremiah Chaplin, D. D., delivered at Waterville August 6, 1843, by R. E. Pattison, p. 17.

^bDiscourse at Hamilton Literary and Theological Institution on the death of Rev. Jeremiah Chaplin, D. D., by N. Kendrick, June 6, 1841.

have a convenient mechanic's shop erected on the college lot, at which such students as are disposed may employ themselves a small portion of the day in such work as may yield them some profit."

Rev. Daniel Merrill, of Sedgwick, a zealous advocate of the measure, was appointed agent to solicit funds, and in 1830 the shop was built, chiefly by the hands of the students. Work was begun early in 1831, under the charge of Mr. D. N. B. Coffin, of Sidney. A second and larger shop was erected by the students soon after. Three hours a day were assigned for labor, the work being made ready by the superintendent. The articles manufactured were chiefly doors, blinds, sashes, bedsteads, tables, chairs, and boxes. The organization of the work was such that each student had his special labor—sawing, planing, mortising, grinding tools, etc. In 1832 the members of the department built the large boarding house, long known as the "Commons House," which then stood on the spot now occupied by Coburn Hall. A third shop was added soon after, and carriage making and painting attempted. In 1835, there being then no printer in Waterville, a printing office was started in one of the shops. It was supplied with a valuable press, the gift of a manufacturer, and placed in charge of Edgar H. Gray, class of 1838, who had learned the trade of printer. A variety of job work, the annual catalogues, and a 34-page catalogue of the library were issued from the "College Press." After the graduation of Mr. Gray, who became chaplain of the United States Senate in 1864, the press was sold and printing abandoned. Students were employed in 1836 in preparing the lumber and in mason work for the college chapel, now Champlin Hall, and for three professors' houses. Three shops were fully occupied at this time, the students earning from 50 cents to \$2.50 per week. At the accession of Dr. Pattison to the presidency in 1836, it was found that several thousand dollars had been sunk in the manual-labor experiment. Mr. Henry Pierce, a skilled mechanic, was engaged as superintendent in August, 1836. The enterprise continuing to be unprofitable, Mr. Pierce the following year associated with himself Mr. J. B. Bradbury and rented the shops, paying the students for such work as they could do. For several years the college received a small revenue from the shops conducted in this manner. At the annual meeting in 1841 the trustees adopted the following report, presented by Hon. Judah McClellan:

That while the workshop system was a novelty, and the public opinion warmly in its favor, many young men were drawn from the industrial walks who attempted to work their way through college; and some succeeded, to their own advantage as well as that of the public. The workshops connected with this college were probably at first of some advantage to the college in enticing students to come here, but not in any proportion to the heavy expense incurred by the college in building and maintaining them, and are now and for some time past have been a useless monument of misjudged expenditure. The committee deem it useless to think of again putting the shops in operation. They recommend the reference

of the subject to the prudential committee, with power to sell, lease, or otherwise dispose of the workshops, including the tools, as they shall think most for the advantage of the college, but in no case to involve the college in any more expense in or about the concern.

Accordingly, in the spring of 1842, the shops were discontinued and soon afterwards removed.

The late Prof. C. E. Hamlin, to whose careful study of this labor movement the writer is largely indebted, declared that the financial failure of the manual-labor department could not fairly be attributed to incompetent management in any quarter. The want of success may, without doubt, be mainly referred to the fact that the larger number of the student workmen possessed little skill and produced inferior work. For such work there was no demand, and the reputation of the college manufactures suffered. "But, on the other hand, it attracted many students to the college and aided a class of young men most valuable to the world by reason of the qualities developed in their struggle to obtain an education. The list of laborers in the shops bears the names of many of the most honored sons of the institution; men of energy, ability, and culture, including those of two college presidents."⁶

PRESIDENCY OF REV. RUFUS BABCOCK, D. D.

In September, 1833, Rev. Rufus Babcock, jr., of Salem, Mass., was elected president. The condition of the general affairs of the college was in some respects critical. The college was in debt to the amount of \$18,000, and a subscription, begun in the winter of 1832 by a liberal friend in Salem, Mass., and not payable until \$10,000 should have been subscribed, was then only about two-thirds filled. It had no means to meet more than three-fifths of its current expenses, and its creditors were becoming uneasy. The resignation of Dr. Chaplin, and with him two of the professors, under circumstances full of peril to the college, added to the embarrassment of the situation. Many of its friends were almost disposed to abandon the enterprise.

The sentiments expressed by Dr. Babcock in his inaugural address indicate a just appreciation of the needs of the college and suggest measures for improving its financial condition and enlarging its influence.⁷ It speaks well for the popularity and efficiency of the new president that the projected subscription was at once filled up, in spite of the financial crisis of 1834, and that the annual catalogue then for the first time recorded the names of over 100 students.⁸

⁶Twelfth Annual Report of the Secretary of the Maine Board of Agriculture, 1867, pp. 188-192.

⁷The teacher's office: Inaugural address of Rev. Rufus Babcock, jr., president of Waterville College, July 29, 1834.

⁸Triennial Baptist Register, 1836: Account of Waterville College (by President Babcock), p. 62.

The trustees in 1836 authorized the erection of a brick edifice midway between the two dormitories, at an estimated expense of \$6,000.

This building, since remodeled and named "Champlin Hall," is 65 by 40 feet, and was built from the designs of Thomas U. Walter, afterwards the architect of the Capitol extension at Washington. The main room was a chapel, above which were the library and the philosophical apparatus and recitation room. The floor of the chapel was several feet above the ground, and a basement story was thus obtained by a slight excavation. Four recitation rooms were by this means provided, more convenient than healthful. The whole structure was surmounted by a square wooden tower, rising from the center of the roof and supporting a similar but more slender tower, in which was suspended the college bell. It was subsequently found that the walls were in danger of spreading under the weight placed upon them, and the upper section of the tower was removed. In the later modification of the building both tower and bell have disappeared.

The value of the grounds and buildings at this period, together with the library and scientific apparatus, is placed at \$50,000. The township granted by Massachusetts had been entirely disposed of for the payment of the indebtedness of the college.

Rev. John O. Choules, of New Bedford, Mass., a native of England, being about to revisit that country, was appointed an agent to solicit books for the library. His report, made at the annual meeting of the trustees in 1836, was received with favor. He secured from the British Government a set of the folio volumes of the records commission and the publications of the Royal Observatory. From a number of private individuals in London and vicinity were received other gifts, making the number of volumes contributed about 1,500.

President Babcock was impressed with the necessity of reviving the theological department of the college, feeling himself pledged to carry out the purpose of its founders and the wishes of many more recent benefactors. The proposal to establish a theological school elsewhere was perhaps an additional motive. He addressed a communication in February, 1836, to the Maine Baptist Theological Association which met at Hallowell February 24, stating the provision already made for a theological class in these words:

Ever since the organization of the present faculty of the college it has been the determination to form such a class entirely distinct from the college exercises, and they have only been delayed until the present time for want of materials. Such a class is now formed, and during the whole of the last term has been progressing in theological studies. This class is limited in its course to a single year. The plan of studies is as follows:

First term.—1, antiquities and geography of the Bible; 2, ecclesiastical history; 3, critical study of the Bible in the original languages and in the English version; 4, careful attention to composition and elocution every week.

Second term.—5, principles of Biblical interpretation; 6, Christian theology.

Third term.—6 (continued), at least 50 written exercises on doctrines and duties,

criticised; 7, pastoral and pulpit duties; 8, composition and delivery of sermons. No charge is made for tuition in the theological class. Three of the professors are employed in this instruction.

The trustees approved the work by the following vote, August 2, 1836:

Voted, That a plan prepared by President Babcock and partially carried into effect the past year, for the education of theological students by members of the faculty of the college, without additional expense, be approved by the board.

Dr. Babcock resigned the presidency July 18, 1836. Several months previous he had had a severe pulmonary attack, and a residence in a milder climate was deemed indispensable to his recovery. His resignation was reluctantly accepted, and on motion of Judge Weston a resolution was adopted—

That this board deeply regret the necessity which has induced the Rev. Dr. Babcock to proffer his resignation as president of this college. And while they are sensible that the measure is justified by a due regard for his health, which requires for its preservation a more genial climate, they feel constrained to declare that no other cause would reconcile them to the dissolution of his connection with the institution. With a lively sense of the value of his services, they would tender to him this grateful acknowledgement for the zeal and ability, the dignity and urbanity, with which he has discharged the arduous duties confided to him.*

Dr. Babcock soon after accepted a pastorate at Philadelphia, edited the Baptist Memorial from 1841 to 1845, and died at Salem, Mass., May 4, 1875.

PRESIDENCY OF ROBERT E. PATTISON, D. D.

Rev. Robert E. Pattison, of Providence, R. I. was unanimously chosen as successor to President Babcock. The new president had served as professor of mathematics under Dr. Chaplin in 1828-29, and entered at once upon his duties. Under his efficient direction the attendance was largely increased and the quality of the instruction given rose to a high rank. In 1839 a class of 18 graduated, the largest up to that time. President Pattison gained the affection and respect of the community and of his students to a remarkable degree. A convention of the friends of the college held at Hallowell June 12, 1839, expressed entire confidence in the board of instruction and in the management of the financial concerns by the trustees, and pledged themselves to raise an adequate sum to place the institution above embarrassment. But the immediate results were not sufficient to relieve the college and its officers from financial distress. President Pattison resigned in December, 1839, "amid the regrets of all who knew him, and especially of the students, by whom he was revered and beloved." The college was threatened with entire suspen-

* Zion's Advocate. Portland, August 10, 1836.

sion, if not final ruin, since the professors nearly all tendered their resignations at the same time. Through the influence of Professor Keely they were induced to remain until one more attempt could be made to secure funds. The citizens of Waterville responded to the appeal, and in a few days subscribed \$10,000, the faculty heading the list with \$2,000. Stirring appeals were made in the editorial columns of the denominational paper of the State, the *Zion's Advocate*,^a and several soliciting agents were sent out through Maine and Massachusetts. The effort was successful, and the committee was enabled to announce on the 11th of December, 1840, that the sum of \$50,000 had been subscribed.

PRESIDENCY OF ELIPHAZ FAY, A. M.

At the commencement in August, 1841, the trustees elected to the office of president, Mr. Eliphaz Fay, of Poughkeepsie, N. Y., a teacher of considerable experience, and highly recommended for the position. The attendance in 1841-42, the year following the interregnum, was only 76. The published reports of the first commencement over which President Fay presided, speak in warm terms of his urbane and dignified manner, and of "the efficiency and amenity" with which the responsible duties of his office had been discharged. There is, unhappily, some ground for believing that the faculty and President Fay did not work harmoniously. At the meeting of the trustees in August, 1843, the resignation of President Fay was tendered and accepted, though a petition was presented from a majority of the students in college against its acceptance.

PRESIDENCY OF REV. DAVID N. SHELDON, D. D.

Rev. David N. Sheldon, then pastor of the Baptist Church at Waterville, was at once chosen president. Mr. Sheldon graduated at Williams College in 1830, studied at Newton Theological Seminary, and had been in charge of a Protestant mission in Paris several years before entering upon the pastorate. He brought to the office of instructor an intimate acquaintance with the French and German languages, a rare accomplishment in those days. In the department of moral philosophy, then as now under the direction of the president, he was able to employ and criticise intelligently the writings of distinguished European scholars. Under his care and with the cooperation of an able and diligent faculty, the college recovered its earlier prestige and attracted students in greater numbers. The curriculum was established with the classics and mathematics in generous courses. The professors who then served the college have all become eminent as educators and filled the higher positions in several universities. They were George W. Keely, unsurpassed as a teacher of mathematics

^a In particular, the issues of January 8 and May 13, 1840.

EDUCATION IN MAINE.

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e widely used; and Martin B. Anderson, first presi-
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75 students. No considerable effort was made to
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SECOND PRESIDENCY OF REV. ROBERT E. PATTISON, D. D.

In 1853 Dr. Sheldon retired from the presidency and Rev. Robert E. Pattison, D. D., who had been so popular as president in 1836-1839, was again invited to that office. He accepted and entered upon his duties the following year. There were occasional changes in the faculty, but in general the affairs of the college proceeded in the uneventful round of well-established duties. Failing health rendered Dr. Pattison's second term also of three years' duration. His administration was marked by the intellectual vigor and devotion of a Christian character of rare excellence. His pupils ever remembered him with affection. He was subsequently professor of theology at Shurtleff College, and in 1874 professor in the Union Theological Seminary at Chicago.

He died at St. Louis in 1874.

PRESIDENCY OF JAMES T. CHAMPLIN, D. D.

The trustees were fortunate in having in the faculty **James T. Champlin**, whose executive ability, thorough scholarship, and sound sense marked him as the man to guide the affairs of the college at this critical period. He was elected president in 1857, and entered vigorously upon his duties. A few sentences of his inaugural address, delivered August 10, 1858, reveal his just sense of the situation, as well as his determination. He says:

Knowing full well, as I do, the history and condition of the college, I do not regard the office as a sinecure. Following a succession of able and learned men, and entering upon my duties at an important crisis in the history of the institution, I see nothing but labor and responsibility before me; and in these, indeed, I find my chief incitement.*

Waterville College had need of a president with the courage and industry shown in these characteristic words. Its three buildings were much out of repair, and its invested funds hardly more than

* Champlin memorial, 1890, page 10.

\$15,000. Rev. Horace T. Love was engaged in 1859 to solicit funds for an endowment. He gave up the task after obtaining subscriptions to the amount of \$25,000, and the work was continued with moderate success, at intervals, by Dr. Champlin and some of the professors. Then came the years of civil war, with its demands upon the young men of the nation. The attendance dwindled from 122 in 1860-61 to 62 in 1864-65. Even the small corps of four professors and a tutor could not be supported and it was deemed necessary to dispense with the services of the tutor, Mr. Hobart W. Richardson, whose scholarly example and teaching were thus lost to the cause of education.

It had been thirty years since any considerable improvements or additions had been made to the equipment of the college. The invested funds were now reduced to \$15,000, and this amount was fast melting away. But in 1864 Dr. Champlin was informed that Mr. Gardner Colby, of Newton, Mass., moved by the remembrance of early days in Waterville and of the kindness of Dr. Champlin, its first president, to his mother and himself, was inclined to come to the help of the college. The result of Dr. Champlin's visit to Mr. Colby was made known when, at the next commencement dinner, with trembling voice he read the following: "

WATERVILLE, August 10, 1864.

MY DEAR SIR: I propose to give Waterville College the sum of \$50,000, the same to be paid without interest as follows, viz: Twenty-five thousand dollars when your subscriptions shall amount to \$100,000, independent of any from me; \$25,000 when \$100,000 is paid on your subscriptions, not including any from me, and upon condition that the president and a majority of the faculty shall be members in good standing of regular Baptist churches.

If either or any of these conditions are broken the entire \$50,000 shall revert to myself or my heirs or assigns.

I remain, yours, very truly,

GARDNER COLBY.

Rev. J. T. CHAMPLIN, D. D.

The effect of this unexpected announcement upon the friends of the college was electric. In the words of Dr. Bakeman: "Men shook hands and fairly hugged each other in their transports of joy. The hall rang again and again to their cheers. Men saw that this donation meant \$150,000 of endowment. They had faith to believe it would be raised. In this glad hour the long-needed inspiration had come and all things were now possible."

President Champlin and the members of the faculty spent several vacations in a thorough canvass of the State for subscriptions. Nearly \$50,000 was obtained in the form of scholarships of \$600 or \$1,000 each, contributed by churches and individuals. The entire sum was subscribed within about two years. Without Mr. Colby's knowledge and at President Champlin's suggestion the trustees obtained from the legislature, January 23, 1867, an act changing the name of the college to Colby University.

^a A Tribute to the Memory of Gardner Colby, Boston, 1879, p. 41.

COLBY UNIVERSITY.

A new era of prosperity now dawned upon the college. The example and influence of Mr. Colby called forth large gifts from several others. A stone building was completed in 1869 for a memorial hall at a cost of about \$50,000. It contains the chapel, library, and alumni hall. The ground plan of the building is irregular, being 107 feet in its extreme length from east to west, and of variable breadth from north to south, being 62 feet wide on the chapel end and 54 feet at the widest part of the library. The interior is finished in brown ash. The alumni hall has a marble tablet on the east wall inscribed with the names of the 20 college students and alumni who fell in the civil war. This memorial tablet, with a copy in marble of Thorwaldsen's Lion of Lucerne placed in an alcove above it, is the special gift of the alumni as indicated in the Latin inscription:

FRATRIBUS
ETIAM IN CINERIBUS CARIS.
QUORUM NOMINA INFRA INCESA SUNT.
QUIQUE IN BELLO CIVILI
PRO REIPUBLICAE INTEGRITATE CECIDERUNT.
HANC TABULAM
POSUERUNT ALUMNI.

The building is surmounted by a tower 80 feet in height, and was the first memorial building erected after the war.*

At the annual commencement in 1870 Gardner Colby, Hon. J. Warren Merrill, of Boston, ex-Governor Abner Coburn, and Judge William E. Wording, class of 1836, each pledged \$10,000, President Champlin \$1,000, and the alumni present \$9,000 more toward a building for the department of natural science, and for other purposes. This building, completed in 1872, received the name of Coburn Hall. It is of firm slate, laid in ashlar, with granite trimmings, the walls being 56 by 48 feet, and 41 feet high. On the first floor is the chemical laboratory and lecture room. The second floor contains the collections in geology and natural history, including the Maine collection of minerals and the Hamlin collection of birds of Maine. There are also four rooms for lectures and laboratory work. Above is a gallery for wall cases of cabinet specimens. The old chapel was remodeled at an expense of \$6,000 into convenient recitation and lecture rooms, and the hour of the first recitations changed from 6 to 8 o'clock a. m., with chapel services at 9. Evening chapel services were omitted. To this renovated building the name of Champlin Hall has since been affixed by vote of the trustees.

The north college dormitory was next taken in hand and the interior woodwork entirely renewed. Steam heating apparatus was intro-

*Services at the laying of the corner stone of the Memorial Hall of Colby University, August 14, 1867, and at the dedication of the same, August 10, 1869.

duced and each room furnished with an alcove bedroom. Eight thousand five hundred dollars were thus expended upon the building, and the name Chaplin Hall bestowed upon it.

All these improvements had been made under the personal supervision of Dr. Champlin, and paid for by subscriptions solicited mainly by himself. Yet the invested funds had been increased to \$200,000.

President Champlin delivered a historical discourse at the fiftieth anniversary of the college, August 2, 1870, in which he reviewed the early history of the college. Among his writings, published while president, were *A Text-Book on Intellectual Philosophy*, *First Principles of Ethics*, and *Lessons on Political Economy*, each of which passed through several editions.

The last assistance received from the State was a grant of two half-townships of land, February 4, 1864, on condition that the subscriptions to the college which were then being solicited should reach the sum of \$20,000. Hon. D. L. Milliken, of Waterville, a liberal benefactor and trustee of the college, was instrumental in obtaining this grant.

The trustees, in 1871, voted to admit young women to all the courses of study on the same terms as young men.

In July, 1872, President Champlin asked to be relieved from the burden he had carried so long and so faithfully. At the request of the trustees he remained another year and then retired from the service of the college, leaving Colby with an invested fund of \$214,000. The trustees in accepting his resignation adopted the following resolution:

Resolved, That in accepting his resignation, the board of trustees would express their gratitude to Dr. Champlin for the long-continued, diligent, and laborious services which he has rendered as an instructor, and for the singular devotedness to the general interests and welfare of the university which he has manifested; and that, in retiring from the office of the presidency, he will bear with him the friendship and good wishes of the board.

Dr. Champlin removed to Portland in April, 1874, and continued to reside there, engaged in literary work, until his decease, March 15, 1882.

PRESIDENCY OF REV. HENRY E. ROBINS, D. D.

Rev. Henry E. Robins, D. D., entered upon the duties of president in 1873. He was impressed by the fact that, notwithstanding the improvement in the financial condition of the college, the attendance had for several years hardly averaged 50 students. It had not outgrown a custom which arose while the college was barely maintaining a precarious existence. Many students still preferred to get their best training at Waterville and then go to some larger or older college to graduate. President Robins felt that the Baptists of Maine should be made to see that they could not afford to send their children else-

EDUCATION IN MAINE.

education.^a Inspired by a high ideal of the mission of education, he strengthened for the college its intellectual foundation, and awakened the interest of the denomination.

His administration marks an epoch in the history of the college. One of his successors has said that "all the progress since his resignation, and all present plans and improvements, are developments of the policy which he inaugurated. Additional elective courses were introduced, and the instruction made more effective. The south college was modeled within, the gymnasium was made an important part of the college training, and the administration of the library, by the appointment of a paid librarian, was so much improved as to win the approval of the Hon. John Eaton, United States Commissioner of Education, who visited the college in 1877, especial mention in his report.^b

A gratifying increase in the number of students was soon remarked. While only 62 were enrolled the first year of his administration, the average attendance during his presidency was 118, the highest number being 157 in 1879.

Gardner Colby, the honored benefactor of the college, died April 2, 1879. From his estate Colby University received a bequest of \$120,000, making, with Mr. Colby's previous gifts, the generous sum of \$200,000. Of this sum one opportune donation was a pledge of \$500 a year for ten years for the purchase of books for the library. Included in his final bequest was a fund of \$20,000, the interest of which is to be used to assist needy students. President Robins delivered a memorial sermon on Mr. Colby as a baccalaureate address at the commencement in 1879.^c The arduous labors of President Robins so undermined his health that he was forced to ask a leave of absence during the college year 1880-81, after which he resumed his position, but was compelled to sever his connection with the college finally at the commencement in 1882. Though at once offered a professorship at Rochester Theological Seminary, his health has never permitted him to discharge more than a portion of the duties of the position.

The endowment of the college advanced during President Robins's term of office to \$235,000.

PRESIDENCY OF REV. GEORGE D. B. PEPPER, D. D.

Rev. George D. B. Pepper, D. D., succeeded President Robins in 1882, and administered the affairs of the college with great fidelity until failing health led him to resign in 1889. Dr. Pepper had spent the first years of his ministry in Waterville, and had become keenly

^aA. W. Small, article on Colby University, in the *New England Magazine*, August, 1888.

^bReport of the Commissioner of Education, 1877, p. cxxxi.

^cCatalogue of Colby University, 1879-80, Appendix.

interested in the welfare of the college. As professor in Newton Theological Institution, in Massachusetts, and afterwards at Crozer, in Pennsylvania, he had acquired the experience and high reputation which made him the immediate choice of the trustees.

During his presidency the attendance was nearly uniform, averaging 120 per year. He developed and carried out measures for the improvement of the college financially and educationally, all of which contributed to advance it in public esteem. In this period \$200,000 were received by bequest from Hon. Abner Coburn, who died January 4, 1885, after forty years of service on the board of trustees. Col. Richard C. Shannon, who graduated in 1862, presented to the college the fine brick building which bears the name of "The Shannon Observatory and Physical Laboratory." The corner stone of this building was laid with appropriate ceremonies September 26, 1889. The entire cost of the structure, which was borne by Mr. Shannon, was \$15,000. As its name indicates, it is designed to meet the wants of both divisions of the department of instruction over which Prof. William A. Rogers, Ph. D., presided. The lower story consists of a single room 56 feet in length, 30 feet in width, and 16 feet high. This room is completely surrounded by an air space, through which, by means of a Sturtevant blower, air can be kept in circulation, and any desired temperature obtained and maintained for any required length of time. In this room are mounted two comparators for the investigation of measures of length, and other apparatus with which the professor may be pursuing investigations. Additional room for the same purpose is provided in the basement. The whole is heated from a steam boiler, apart from the main building. In the second story are the instruction and lecture rooms, with ample provision for laboratory work in various lines of physical research. The supply of apparatus permits of a great variety of experiments for illustrating and establishing physical laws. The collection includes, among other pieces of apparatus, a Kew unifilar magnetometer, Barrows' circle, Holtz's electrical machine, plate frictional machine, batteries, Ruhmkorff's induction coils, Clark's magneto-electric machine, Morse's telegraph apparatus, Page's revolving electromagnet, a large collection of Crookes's tubes, electrometer, spectroscope, compound microscope, oxyhydrogen lantern, camera obscura, camera lucida, porte lumière, a fine set of apparatus for illustrating polarized light, Lissajous's forks, sonometer, Koenig's apparatus for comparison of vibrations by manometric flames, and a great variety of apparatus illustrating wave motions. The dome of the observatory is admirably adapted to receive the 10-inch equatorial telescope, which is soon to replace the smaller one now in use.

In 1886 the dwelling house on College avenue formerly occupied by Professor Briggs was purchased and prepared for the accommodation of the young ladies attending the college.

EDUCATION IN MAINE.

and an education.⁴ Inspired by a high ideal of the mission of the institution, he strengthened for the college its intellectual foundation, and awakened the interest of the denomination in its work. His administration marks an epoch in the history of the college. One of his successors has said that "all the progress of the university since his resignation, and all present plans and measures toward improvement, are developments of the policy which he proposed." Additional elective courses were introduced, and the equipment for instruction made more effective. The south college building entirely remodeled within, the gymnasium was made an important adjunct of college training, and the administration of the library placed in charge of a paid librarian, was so much improved as to win the honor of Hon. John Eaton United States Commissioner of Education who visited the college in 1877, especial mention in his report.⁵ A gratifying increase in the number of students was soon remarked. While only 62 were enrolled the first year of his administration, the average attendance during his presidency was 118, the highest number being 157 in 1879.

Gardner Colby, the honored benefactor of the college, died April 2, 1879. From his estate Colby University received a bequest of \$120,000, making, with Mr. Colby's previous gifts, the generous sum of \$200,000. Of this sum one opportune donation was a pledge of \$500 a year for ten years for the purchase of books for the library. Included in his final bequest was a fund of \$20,000, the interest of which is to be used to assist needy students. President Robins delivered a memorial sermon on Mr. Colby as a baccalaureate address at the commencement in 1879.⁶ The arduous labors of President Robins so undermined his health that he was forced to ask a leave of absence during the college year 1880-81, after which he resumed his position, but was compelled to sever his connection with the college finally at the commencement in 1882. Though at once offered a professorship at Rochester Theological Seminary, his health has never permitted him to discharge more than a portion of the duties of the position.

The endowment of the college advanced during President Robins's term of office to \$235,000.

PRESIDENCY OF REV. GEORGE D. B. PEPPER, D. D.

Rev. George D. B. Pepper, D. D., succeeded President Robins in 1882, and administered the affairs of the college with great fidelity until failing health led him to resign in 1889. Dr. Pepper had spent the first years of his ministry in Waterville, and had become keenly

⁴A. W. Small, article on Colby University, in the *New England Magazine*, August, 1888.

⁵Report of the Commissioner of Education, 1877, p. cxxxI.

⁶Catalogue of Colby University, 1879-80, Appendix.

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President Pepper obtained in 1885 the division of the department of natural history and the establishment of a professorship of mineralogy and geology. While he improved every opportunity of promoting the efficiency of each department of the college, he was careful to leave each officer entirely free to instruct in his own manner. To strengthen the department of history he obtained for the professor a year's leave of absence for university study. At the close of his administration, in 1889, the endowment of the college had risen to \$505,767.

PRESIDENCY OF ALBION W. SMALL, PH.D.

The resignation of President Pepper was accompanied by his earnest recommendation that Albion W. Small, Ph.D., professor of history, be appointed his successor. Dr. Small, the first graduate of the college to receive that honor, was accordingly chosen president, and entered upon his duties in August, 1889. His popularity as a professor was soon surpassed by the favor with which he was received as president. Possessing an intimate acquaintance with the conditions and limitations of the college, he addressed himself to the task of extending its influence in the State and perfecting its educational advantages. The number of students increased rapidly to 184 in 1891, a larger attendance than at any previous time in the history of the college. Another dwelling house was purchased and a part of the president's house fitted up for additional accommodations for the large number of young ladies in the college.

COORDINATE COLLEGES.

At their annual meeting, July, 1890, the trustees of Colby University, after extended discussion, adopted the following recommendations of President Small:

(a) That the board adopt the purpose of organizing within the university a college for young men and a second coordinate college for young women.

(b) That the conditions of scholarship for entrance to Colby be absolutely identical in the two colleges.

(c) That as soon as the income of the university will permit, instruction in the different branches pursued in common by the young men and the young women be given to the students in each college separately, except in the case of lectures, which would be given to the students of both colleges simultaneously, and excepting also laboratory work, in which pupils are engaged upon individual problems.

(d) That in the further development of the elective system due attention be paid to the expansion of courses likely to be of special attractiveness to members of the one college or the other. I refer, on the one hand, to courses in natural and political sciences, and, on the other hand, to courses in language, literature, aesthetics, and history.

(e) That in case the students in one of the colleges should in any study not be numerous enough to form a separate division, they be admitted to recitation with the corresponding division in the other college.

(f) That in class organization, rank, prize contests, appointments, and honors the members of the two colleges be treated as independently as though they were in distinct institutions.

(g) That the faculty be authorized to begin this reorganization with the class that shall enter in 1890, provided it can be done without additional expense.

BOARD OF CONFERENCE.

The plan of placing the students in more direct participation in the government of the college was proposed in President Pepper's administration and the details more fully developed by President Small. The board consists of the president and 2 members of the faculty, 4 of the senior class, 3 of the junior class, 2 of the sophomore class, and 1 of the freshman class. The undergraduate members are chosen by their respective classes, no person being eligible who is under college censure.

The board of conference is strictly for conference, to enable the faculty and the students to cooperate more effectually for the welfare of the college, shall be governed by rules of its own adoption, and meets once in two weeks.

To the committee of students is intrusted the maintenance of order in the dormitories and on the campus, according to the rules approved by the board of conference and in conformity with the published laws of the college.

The rules adopted for the committees of the board are as follows:—

I. Either committee shall be competent to act as a grand jury to investigate and present charges on specific cases. The whole board shall sit as a tribunal to consider each case presented.

II. The committee of students shall be regarded as the authorized medium of communication between the students and the faculty, upon all subjects of common interest which students for any reason prefer to present through representatives rather than individually.

III. The members of the committee shall consider it their duty severally to exert the whole force of their personal influence to discourage any and all acts contrary to the spirit of the college laws.

IV. The members of the committee shall consider it their duty individually to take notice of all complaints lodged with them, and to present the same to the committee of students.

V. Should there occur any violation of those rules which the committee pledge themselves to administer, the committee agree to investigate the facts and, if able, to determine what action is appropriate, and to adopt the same and report it immediately, either to the student concerned, or to the board or conference, or to the faculty, as shall be decided by special rules to be hereafter adopted.

VI. The penalties which the committee of students may have authority to enforce shall be:

a. Demerits.—The secretary of the committee of students shall report these, upon blanks provided by the college for the purpose, to the student concerned. At the close of the term, all demerits imposed shall be reported to the registrar of the faculty and shall appear on the term bills.

EDUCATION IN MAINE.

number of 5 in any term shall place a student under college; the number of 10 in any term shall place a student upon probation; the number of 15 in any term shall suspend a student from college for a period to be determined by the nature of the case. The committee of students shall assess the amount upon the persons.

Such reaches the faculty through the committee of students on the ground of other action against any student than that voted by the board of conference. In no case involving college discipline shall the board of conference be called into session before a meeting of the board of conference shall have been held.

The faculty reserve the right to set aside a decision of the board of conference in all matters pertaining to college order whenever the committee of students is unwilling or unable to accomplish the purpose.

Dr. Small resigned in 1892, having been elected head professor of sociology in the University of Chicago, with a salary more than double that offered by Colby.

PRESIDENCY OF REV. B. L. WHITMAN, D. D.

An able successor to President Small was found in the young pastor of the Free Street Church, in Portland, Rev. B. L. Whitman, D. D., a graduate of Brown University. President Whitman entered upon his duties at the opening of the college year 1892-93. The attendance during his first year as president, increased to 206, the first time in the history of the college that the number of students had exceeded 200. Fifty-six young ladies were enrolled in the three classes under coordinate instruction. The gymnasium was enlarged and furnished with baths and modern equipment in 1893, and physical training became an important adjunct to the curriculum. The greatest harmony prevailed between the faculty and the students, and everything betokened a most prosperous administration, when President Whitman suddenly resigned to accept the presidency of Columbian University at Washington.

PRESIDENCY OF NATHANIEL BUTLER, D. D.

A second graduate of the college, Dr. Nathaniel Butler, jr., whose father and grandfather had served as trustees of Waterville College, was induced to leave an important position in the University of Chicago to become president of Colby. He entered upon his duties in January, 1896, bringing a wide experience in college instruction and high ideals of the function of the college in the American educational system. Under his competent direction intellectual, physical, and social education each received due consideration. The misleading title of "university," assumed when our country had no real universities, was exchanged in 1899 for that of "college," at his instance.

A subscription to raise \$60,000 for new buildings and other purposes received the approval of the citizens of Waterville at a public meeting called by the board of trade. The desired amount was obtained, Rev. N. T. Dutton acting as financial agent. The alumni chemical hall was erected in 1898 at a cost of \$30,000. A pledge that in due time a building for the women's college should be built and furnished was received from a friend whose name has not yet been made public. Rev. C. E. Owen, after the sudden decease of Mr. Dutton, was given charge of a second subscription of \$60,000, and his appeals have met with a favorable response.

President Butler gradually brought the manifold details and diverse interests of all departments of college activity into harmonious and systematic working order. A marked improvement in college spirit and loyalty was awakened in the student body. His scholarly addresses at many literary and educational gatherings reflected great honor upon the college and made its name more widely and honorably known.

But the University of Chicago, which reluctantly parted with Dr. Butler in 1896, subsequently claimed him to take charge of an important division of its work. His resignation seemed like a public calamity, affecting not only the college but the entire community also, which had through him been brought to take an unusual interest in the welfare of the college. A farewell dinner was given to Dr. Butler by the citizens of Waterville and a silver loving cup presented as a token of their high esteem.

PROFESSORSHIP OF BIBLICAL LITERATURE.

Evidence that Colby is gaining strength where firm support is most needed presents itself in the response already made to the suggestion, made in 1891 by President Small, that the Baptist churches of Maine should become responsible for the maintenance of a chair of Biblical instruction. The aims of this department are, first, to offer systematic instruction in the Hebrew and Christian Scriptures, as a body of thought, in definite historic relations; and second, to furnish elective courses in Hebrew which will enable students fitting for the Christian ministry to enter advanced courses in the theological seminaries. At the annual meeting of the trustees in 1892 a department of Biblical instruction was created and ex-President Pepper called to the chair. During the first five years the needs of the department are to be provided for, partly by the effort of the Baptist Young People's Societies of Christian Endeavor throughout the State, partly by private generosity. It is hoped that before the expiration of this period the department can be placed upon a permanent foundation. The college is fortunate in being able to secure once more the services of Dr. Pepper, and it is believed that through his department the claims of higher education upon Christian men and women will be strengthened.

The first courses in university extension work were offered by the faculty of Colby in the academic year 1892-93, with promising success. For the first year the following were offered:

1. Aryan and Semitic languages. Five lectures, by Prof. J. D. Taylor.
2. The history of art. Five lectures, by Prof. L. E. Warren.
3. Astronomy. Five lectures, by Prof. William A. Rogers.
4. Glaciers and glacial deposits. Five lectures, by Prof. W. S. Bayley.
5. Mineralogy. Three lectures, by Prof. W. S. Bayley.
6. History of the French Revolution. Five lectures, by Prof. Shailer Mathews.
7. History of the Reformation. Three lectures, by Prof. Shailer Mathews.
8. Biblical literature. Five lectures, by Prof. G. D. B. Pepper.
9. The classical periods of German literature. Five lectures, by Dr. A. Macquardt.
10. The art of expression in its relation to literature and life. Three lectures, by Mr. G. J. D. Currie.

In addition to these courses, single lectures of a somewhat more popular character are offered, as follows:

11. The city of Florence. By Professor Warren.
12. Daily life in ancient Rome (with stereopticon views). By Professor Mathews.
13. On courses in reading. By Prof. A. J. Roberts.

PHYSICAL CULTURE.

Colby College is now well equipped for physical culture. Its gymnasium, enlarged in 1892-93 and furnished with steam heating apparatus, baths, dressing rooms, and baseball practice cage, and lighted by electricity, is among the best in the State. It is well supplied with apparatus for individual and class drill in light and heavy gymnastics, with good running space. An hour daily, four times a week, is required to be given to gymnasium work during the winter term, the last month of the fall term, and the first month of the spring term, under the direction of a competent instructor.

GEOLOGICAL LABORATORY.

The geological laboratory is provided with the most important instruments for the study of mineralogy, including a Fuess universal apparatus, a Nachet microscope, two student's petrographical microscopes, and with collections to illustrate the lectures in mineralogy, geology, palaeontology, and physical geography. The mineral collection embraces over 3,000 specimens, including many that are well crystallized. The most of these are arranged so as to be readily accessible to students. The palaeontological collection includes a suite of the most characteristic American fossils and casts of some of the foreign ones. In the geological cabinet is the State geological collection, intrusted to the care of the university by the Maine legislature, a series of New York rocks, Rosenbusch's set of 400 massive rocks, and 100 European crystalline schists, 300 thin sections of typical rocks, relief maps of volcanoes, apparatus for the preparation of

rock sections, and a Thompson's dissolving Boston Ideal stereopticon. The number of lantern slides at present in use for the illustration of the geological lectures is only 200, but the collection is being added to by purchase. A set of 175 crystal models affords opportunity for the study of crystallography. There are usually also in the possession of the department about three or four hundred thin sections of crystalline rocks (the property of the United States Geological Survey), which are available for the study of special points in the geology of the Lake Superior region.

In the physical geography collection is a set of Professor Davis's paper models, a series of masks of Pacific islanders, and a suite of 325 geological photographs.

ART COLLECTION.

Through the liberality of the trustees, alumni, and private friends of the university a collection of works of art has been made and located for the present in memorial hall. This collection consists of portraits of distinguished benefactors and friends of the college, casts of noted pieces of sculpture, and sets of photographs and representations, for the illustration of the lectures on the history of art. Additions are made from year to year and are published with the names of the donors in the annual catalogue.

SCHOLARSHIPS.

The university has at its disposal 70 endowed scholarships, amounting to \$76,322. The income of these scholarships, varying from \$36 to \$90 per annum, is devoted to the assistance of worthy students needing aid, under the following conditions established by the board of trustees:

1. The student shall satisfy the committee on scholarships that he is in need of assistance.
2. The student shall be in constant attendance upon college work, unless prevented by reasons satisfactory to the faculty.
3. The student shall be obedient to college laws and duties, and aid will be withdrawn for any and all terms when he is under discipline.
4. No aid shall be granted to any student who uses tobacco or intoxicating liquors, or frequents billiard saloons.

When aid is granted, save in exceptional cases, the amounts in the four successive years are \$36, \$45, \$57, and \$60, respectively. The average is thus nearly equivalent to the charge for tuition.

ALUMNI.

The whole number of graduates with the degree of bachelor of arts is 1,015, of whom 44 are women. To these may be added 55 medical graduates and 186 recipients of honorary degrees. The statistics

given in the general catalogue for 1887 show that the 862 alumni at that time had furnished 228 clergymen, 3 governors of States, 3 journalists, 14 judges, 188 lawyers, 8 members of Congress, 14 foreign missionaries, 62 physicians, 8 presidents of colleges, 37 professors in colleges, and 9 city superintendents of schools. Sixty-five volunteered in the civil war of 1861-1865, including Maj. Gen. Benjamin F. Butler and Maj. Gen. Charles H. Smith.

There is a general association of the alumni which holds its annual meetings at Waterville during commencement week. Local alumni associations exist in Rockland, Portland, Boston, Springfield, Mass., and Denver, Colo.

LITERARY SOCIETIES.

Two literary societies, conducted by the students, have played an important part in the training of the young men in debate and composition. The first one established was the Literary Fraternity, which was instituted in 1824, and incorporated February 19, 1827.^a The corporate members were Abraham Sanborn, Sumner S. Rawson, Nicholas Medbury, Samuel McLellan, and Hermon Stevens. The weekly meetings of the society were conducted with much vigor, and a valuable library was accumulated from fees and assessment of its members. The usual order of exercises was, 1, a dissertation; 2, a debate; 3, a literary critique. Nearly all the members of the college joined the Fraternity and shared in its privileges, until the growth of the college called into existence a rival society. This society, which took the name of the Erosophian Adelpi, was incorporated March 28, 1836, the original members being Joseph Russell, jr., Oliver G. Fessenden, Smith B. Goodenow, Benjamin F. Butler, and Nathan W. Oliver. A friendly rivalry between the societies increased the interest in their debates, which were occasionally held in the college chapel. The new society also built up a library, and for many years the patronage of the society libraries far exceeded the use of the college library. Rooms were fitted up in the south college for their convenience. The Erosophian occupied the north side of the first floor in the north division of the building, and the Fraternity similar quarters in the south division. The societies united in the choice of an orator and poet for the evening before commencement day. After the establishment of the Greek letter societies the purely literary societies gradually declined, until they ceased to maintain debates and became merely lending libraries. With the removal of the college library to its present location, and the general improvement in its service and facilities, the interest in the society libraries also died out. The Erosophian, whose members were chiefly from the secret societies, was the first to give up its existence, and turned over its books to the college library in 1876. The

^aCatalogue of the Literary Fraternity Society of Waterville College (1847).

Literary Fraternity held its last session September 21, 1878. From these societies the college library received about 2,000 well-selected volumes.^a

GREEK LETTER FRATERNITIES.

The Delta Kappa Epsilon Fraternity established a chapter at Colby in 1845; the Zeta Psi, in 1850; Delta Upsilon, in 1850; Sigma Kappa (young ladies), in 1874, Phi Delta Theta, in 1884; Alpha Tau Omega, in 1892. It is generally conceded that the social and literary advantages afforded by these societies have amply justified their existence. If they have sometimes fostered a spirit of partisanship which has been foolishly exhibited in class elections and general boastfulness, they have also created a bond of lifelong friendship stronger than mere class feeling, and have strengthened the sentiment of loyalty to alma mater. None of these societies as yet own chapter houses, though some of them are working actively to secure subscriptions to enable them to build.

THE LIBRARY.

The library consists of over 30,000 volumes and 10,000 pamphlets.

The building is in the form of a Roman cross, the north and south portions being divided into two alcoves each, and the east and west arms into three each. These ten alcoves are admirably adapted to the Dewey decimal system, which is employed for the more minute classification of the contents of the alcoves in the gallery. This classification has not yet been extended to the alcoves on the ground floor, where a general arrangement by alcove and shelf is used. The whole is thrown open to visitors, who are granted free access to the shelves. This plan has been attended with highly favorable results, and very slight losses or inconvenience. A card catalogue has been prepared, following Cutter's rules with slight modifications.

The upper shelves of the library are used for the Congressional documents, of which there is a file from the Fifteenth Congress. These are arranged for ready consultation in the alcoves by the unit figure of the number of the Congress. Thus the eighth alcove contains, first, the documents of the Eighteenth Congress, then of the Twenty-eighth, Thirty-eighth, Forty-eighth, in regular order.

The interior of the library is finished in native brown ash, with floors of Southern pine. A gallery passing entirely around the library is supported on iron brackets, and provides access to the upper alcoves. The room is adorned with portraits of eminent graduates and teachers, and with several portrait busts and casts from the antique.

^a Catalogue of the Erosophian Adelphi of Waterville College, 1861.

Near the center of the room, on a pedestal of polished red Calca granite, is a marble bust of Milton, the work of the Maine sculptor, Paul Akers. It was presented to the library by the late H. W. Richardson, of Portland, and other alumni.

The library is very generally used by the students, who draw about 6,000 volumes annually. In the work of preparing themes for class exercises much elasticity is given to the ordinary rules, which only allow three volumes to each student at a time. Prompt return of books not actually in use is required. An assistant has charge of the delivery desk during a part of the day. All the other library duties are performed by the librarian. The office of librarian was attached to that of the professor of modern languages from 1871 until 1891-92, when the entire time of the librarian was assigned to library and registrar work with a professor's salary. The assistant has received \$200 per annum from a benefactor of the college. The purchase of books is provided for by the income of a library fund of \$2,000, and by an annual appropriation by the board of trustees, usually of \$500. The library also receives frequent donations from alumni and friends, which increase the annual accessions to about 800 volumes.

A reading room is maintained by an association of the students, and is under their management. The college provides a suitable room on the ground floor of the south college building. Other expenses are borne by the students. The room is open every day, and at all hours. Magazines are taken by the library and loaned from there. The reading room is devoted to newspapers.

STUDENTS' PUBLICATIONS.

The Colby Echo is published fortnightly by the students during the college year, and in 1892 was in its sixteenth volume.

The Oracle is an annual volume published by the students during the third term. The young ladies share in the editorial labors.

EXPENSES.

Following is an estimate of the principal items:

	Per annum
Tuition	\$30.00
Room rent, one-half of a room	12.00
Incidentals	18.00
Books	12.00
Fuel	15.00
Light	2.30
Board (thirty-seven weeks at \$2.25 in clubs)	83.25
Washing	12.00
Furniture (cost averaged upon four years)	14.00
Sundry other expenses	5.00
	223.75

When two persons occupy one room, the charge for room rent is from \$12 to \$18 per annum, according to the location of the room. Room rent for a single occupant is from \$21 to \$30.

About 75 per cent of the students receive a scholarship allowance of nearly \$50 annually toward the payment of their term bills.

FACULTY OF INSTRUCTION, 1892-93.

Rev. Beniah L. Whitman, A. M., president, Babcock professor of intellectual and moral philosophy.

John B. Foster, LL. D., professor of the Greek language and literature.

Edward W. Hall, A. M., librarian and registrar.

William Elder, A. M., Sc. D., Merrill professor of chemistry.

Julian D. Taylor, A. M., professor of the Latin language and literature.

Laban E. Warren, A. M., professor of mathematics and lecturer on art, secretary of the faculty.

Rev. George D. B. Pepper, D. D., LL. D., professor of Biblical literature.

William A. Rogers, Ph. D., LL. D., professor of physics and astronomy.

William S. Bayley, Ph. D., professor of mineralogy and geology.

Shailer Mathews, A. M., professor of history and political economy.

———, professor of rhetoric.

Arthur J. Roberts, A. B., assistant professor of rhetoric.

Anton Marquardt, Ph. D., instructor in modern languages.

Norman L. Bassett, A. B., instructor in Greek.

George J. D. Currie, instructor in elocution and gymnastics.

Chapter VI.

BATES COLLEGE.

By Prof. JAMES A. HOWE, D. D.

Bates College, one of the four New England colleges, and next to the four M colleges. It was started in 1863, and chartered by the legislature of the State in January of the next year. Viewed in respect to the time and place of its beginning, it will be seen that its projectors undertook a work of no little difficulty.

DIFFICULTIES OF FOUNDING A COLLEGE IN NEW ENGLAND.

The territory of the six Eastern States, compared with that of some single States in other parts of our country, is small. Within this territory, in 1863, 14 colleges existed—2 in Maine, 3 in Vermont, 1 in New Hampshire, 6 in Massachusetts, 1 in Rhode Island, 3 in Connecticut. Into this somewhat exclusive set a new college comes much like an intruder encroaching on vested rights. Especially if the newcomer can not show itself to be well endowed at the outset is it challenged to answer how it can expect to stand on an equality with institutions of age and repute, or to perform any service for society not already taken in charge by abler hands. The young college must of course enter more or less into competition with the older colleges for patronage, and at a great disadvantage, for they are strong in the friendship of a numerous and illustrious alumni, have a full, able, and liberally paid faculty, are rich in libraries, cabinets, and other means of culture, with grounds and buildings, class rooms, halls, and groves hallowed by scholarly associations, and for their invaluable services have become endeared to church and state and the whole commonwealth of letters, and therefore can present attractions altogether wanting in nascent institutions, where everything is new and fresh, if not meager and incomplete.

It is true that, on the other hand, there are some considerations serving in a measure to counteract these powerful competitive influences; for all the attractions of college halls do not stand to the credit of age, else newcomers would be entirely shut out. The customs, traditions, methods, and spirit dominating an old institution may

too much respect the past, and may consequently lack adaptation to the intellectual and moral interests of students of the present day. Besides, the energy, flush, and freedom of youth may make liberal compensations in the class room for whatever flavor of antiquity may be wanting there. The disadvantages under which the new college starts on its career may also be lessened if it adopt some one special line of instruction and have at the beginning a rich foundation.

But let it propose to be of the same general character as that of other colleges; let it begin in poverty, depending for support and equipment on funds to be gathered here and there by personal solicitation, and largely from persons of small means; let it aim to secure and retain, on meager salaries, a full and able faculty, and, while half furnished, to win the confidence of the public and attract students to an alma mater without children, then the difficulties it would have to meet would be precisely those confronting the founders of Bates College as they began their work. Only by their uncommon faith and courage were they able to give pledges to the friends of education that, in spite of the magnitude of the undertaking, their efforts to build a New England college worthy of a place among sister institutions should be carried to success.

They saw that certain educational wants in New England were not met by any existing college; that, in some special directions, a need existed that only a new college could supply. Believing also in the leadings of Providence in the matter, they commenced the work and stood ready to give to every man a reason for calling the college into existence.

RAISON D'ETRE.

I. *Denominational need.*—The primary object of the projectors of this enterprise was to provide the Free Baptists of New England with a college of their own. In 1863 this denomination, with its 500 churches, 30,000 church members, and thrice or four times that number of church attendants in New England, had no college east of Hillsdale, Mich. Several small academies and two large seminaries of a higher grade constituted its New England educational equipment. From these schools classes of young men were annually sent to colleges controlled by other denominations.

Among the Free Baptists at this time no popular demand for the college existed; only a great need and a great possibility. Indeed, its projectors expected to meet no little denominational opposition; but they knew that if the college were once secured the effect of the denomination ownership would be to awaken interest in it, to make the churches centers for advertising its claims and the ministers agents for searching out students and putting them on the way to its halls. They knew, also, that many young people who otherwise would never be reached by a call to enter on a thorough course of study

would now come under a special pressure to fit for college and begin the pursuit of learning. Within the denomination, therefore, it was plain that room and reason enough for the college could be found. But patronage from this source alone promised, at best, to be comparatively small. For any wide influence on society the college required a larger constituency; and another large class remained needing, if not asking, for its aid.

II. *Coeducation*.—Prior to 1863 no college in New England had opened its doors to her sons and daughters alike, nor had opened them to her daughters at all. Against the principle of coeducation old customs, traditions, and inherited prejudices were stoutly arrayed. If a college should come forward, accepting the hazard of the experiment, and admit young women to its classes on the same terms as it did young men, it would certainly find, in time, its intelligent and generous action appreciated and secure the honor of first answering this peculiar need. If Bates could find no other reason for its existence, it certainly could find one here, and one that would later come to be approved by other New England colleges.

III. *Indigent students*.—Another aim that Bates had in view was to meet the wants of students compelled to work their way through college. By the standards of the poor, the scale of expenses in most institutions was high and to many a youth disheartening. However willing to exert themselves, the sons and daughters of farmers and mechanics saw no reasonable prospect of earning enough money to cover the expenses of a four years' course of study, in addition to the expense of three years of preparation for it.

It is generally admitted that college expenses tend to increase with the age and wealth of the college. In most colleges, therefore, funds are specially provided for directly assisting poor students. But charity coming in this way, however delicately given, chafes the spirit of the beneficiary. American students prize their independence and demand the right to meet their companions as equals. The founders of Bates thought that there was need of a college where, without loss of self-respect or social standing, poor young men and women could get on, pay their bills, and reach graduation the peers in all respects of other students, if only peers in character and scholarship.

IV. *Local support*.—The location of Bates promised to secure it the attendance of a large number of students of both sexes from the homes of Lewiston and Auburn. It was to stand in the midst of more than 30,000 people. To the young people of its neighborhood a college presents an object lesson on the value of an education. The sound of the college bell, the sight of the grounds and buildings animate with student life, the worth of college training shown in public declamations, debates, and other rhetorical and literary exhibitions, together with the inspiring scenes of class and commencement days, powerfully appeal to the youth living in the vicinity of a college to

join with their equals in age in pursuit of the best things of life. Bates saw before it a great opportunity to diffuse intelligence and culture in society at its doors.

V. *The general public.*—In addition to serving the wants of the special classes named the college found room enough to do no inconsiderable work for the cause of higher education, irrespective of any special class. By maintaining a decided moral and Christian character, and by securing a reputation for the quality of instruction given, the college might reasonably expect that parents would often choose to intrust to it, rather than to others, the training of their children.

In view of all these considerations, it was evident that New England had left a large place vacant in her educational work for Bates College to fill. Its originators could reasonably count on adequate patronage, increasing from year to year, if they went forward and called the college into existence.

THE BEGINNING OF THE COLLEGE.

The Maine State Seminary.—The college was developed from the Maine State Seminary and succeeded to its lands and buildings. Hence it is necessary to give some account of the latter institution. The seminary was started by the Free Baptists of Maine and was chartered by the State in 1855. The legislature appropriated to it at that time \$15,000 on condition that its friends would raise an equal sum.

After the purpose to open the school was formed, but before it was begun or its location fixed upon, many Maine towns, appreciating the advantages it would bring to them, made strenuous efforts to secure it. China, South China, Hallowell, West Waterville, Unity, Vienna, Pittsfield, and Lewiston competed for the prize. It was finally given to Lewiston in view of an agreement on the part of the town to raise \$10,000 for the seminary and to provide it a site worth \$5,000. Of the money received from the State, \$10,000 was required to be set aside as a fund; the remainder could be used for any purpose needed. The conditions of the State grant having been met by the payment of the pledges made by the citizens of Lewiston, the seminary was enabled to start with a capital of \$30,000, a sum steadily increased by many private gifts.

On a well-chosen site two buildings were erected, called, respectively, "Parker" and "Hathorn" halls. The former is a brick dormitory, 147 by 44 feet, three stories high, divided into two distinct apartments, with dining halls and a basement. This building was named in honor of Hon. Thomas Parker, of Farmington, Me., the largest individual contributor toward its construction. The latter hall is a beautiful brick building, 86 by 50 feet, containing the chapel, recitation and society rooms, cabinet, and library. Its name com-

EDUCATION IN MAINE.

... the liberality of Mr. and Mrs. Seth Hathorn, of Woolwich, gave \$5,000 toward the erection of the building. Another building like Parker Hall, and designed to balance it on the opposite side of Hathorn Hall, was included in the original plan, but was not built. In September, 1857, the seminary began the work of instruction. One hundred and thirty-seven students were in attendance, consisting of 75 gentlemen and 54 ladies. The corps of instructors consisted of O. B. Cheney, A. M., principal; Miss Rachel Symonds, principal; George H. Ricker, A. M., John A. Lowell, A. M., Miss Jane' ... t, and Miss Mary R. Cushman. Three courses of study were offered: A classical course, fitting students for college; a ladies' course, omitting Greek, went beyond the classical course in Latin and included mathematics and moral philosophy, and other advanced studies; an evening course, designed especially to meet the wants of students looking to a business life.

The seminary took high rank among institutions of its kind. The high standard placed before its students appears from the fact that until it was transformed into a college it graduated on an average each year a class of 12 fitted to enter college, while 41 young ladies to complete the full course of study in their department. It was very natural, therefore, that the thoughtful teachers of the seminary should begin to question the wisdom of Free Baptists in maintaining the seminary as a source of supply for colleges of other denominations.

The originator of the college.—As the seminary largely owed its success to its principal, so even more did the college. In the autumn of 1861, while Dr. Cheney was pastor of the Free Baptist Church in August, Me., Parsonsfield Seminary, at that time the only Free Baptist school in the State, was destroyed by fire. At once Dr. Cheney conceived the idea of substituting for it a higher seminary in a more central location. Taking others into his counsels, and ably seconded at every step and sometimes led by Rev. Ebenezer Knowlton, Dr. Cheney brought to pass most of the measures and largely secured the means by which the Maine State Seminary was founded and carried to a high degree of prosperity. Meanwhile other ideas grew upon him, and a larger plan took shape in his mind. He saw the opportunity, felt the necessity, and pressed the subject of using the seminary as the foundation of a college. At the annual meeting of the trustees of the seminary, in 1862, 16 of its young men presented a petition to the board for college instruction to be provided them in the institution. In anticipation of the inevitable change the right of the seminary to enlarge its scope and to confer college degrees had been obtained from the State by Dr. Cheney on conditions, however, as yet unmet. His next step was to request the trustees to add to the seminary a college department.

The trustees were not ready to adopt so bold a measure. To the petitioners they replied that they dared not assure them that the

request would be granted, but advised them to consult with their teachers in respect to prolonging the course of study in the seminary.

The trustees hesitated, with good reason. They questioned their ability to secure funds sufficient to give a college any standing or worth. For the year just closed the regular income of the seminary was less than \$6,000. The institution had but two buildings, and the chapel in Hathorn Hall was not finished. The assets over liabilities, exclusive of land and buildings, were only \$12,000. It was also known that the Free Baptist educational interests, centered in New Hampton, N. H., divided the sympathies of the New England churches and would prevent a concentration of denominational effort at Lewiston. Already a tripartite agreement concerning the way money should be raised in the churches between the theological school and the literary institution at New Hampton and the Maine State Seminary, aiming to become a college, had been proposed and was under advisement.

Notwithstanding these objections, after canvassing the subject for twelve months, at the next annual meeting, in July, 1863, the trustees unanimously voted "that the seminary be hereafter known and called by the name of Bates College," and that application be made to the next legislature for a college charter under that name. This vote meant that during the year friends of education in and out of the denomination had been approached upon this subject and that there appeared to be a reasonable prospect of success in the attempt to found a college. Prior to the annual meeting of the board two special meetings had been held—one in February, at Augusta—to take action on certain generous proposals received from some wealthy gentlemen of Boston who were interested in the business enterprises of Lewiston. Encouraged by this unexpected and liberal promise of help in an attempt to enlarge the institution, the trustees resolved to go forward in that direction. At a second special meeting of the board, in May, at Lewiston, the vote was taken to commence a college course in the fall and to put an agent in the field to solicit funds for this object. The annual meeting in July reaffirmed and clinched the vote of the May meeting.

The offers of aid that came to the trustees from outside persons were secured by the activity of Dr. Cheney. He was the head and front of this enterprise, and was the secret, when not the manifest force back of almost every movement in its favor, and it was chiefly due to his faith and determination, courage and persistency, that the desired result was finally reached. He believed in Lewiston as a favorable place for such an institution, and was convinced that if it were of a high grade, and were managed in the interests of poor students, and of students of both sexes, patronage would flow to it. He knew, also, that his denomination would gladly second an attempt to plant a college of its own if men of wealth were found ready to aid it by their benefactions.

An honored name.—Providentially, at this time, several of such men had large sums of money invested in Lewiston, who, both for the sake of the city and for the cause of education, had taken a generous interest in the seminary. Foremost of these was Mr. Benjamin E. Bates. Philanthropic and Christian in spirit, and possessed of great wealth, he had cherished the thought of devoting a good part of his means to the benefit of mankind through an institution of learning. Taking the seminary into his favor, he encouraged the project of changing its character. In 1863 he offered to give the trustees \$25,000 if they would raise \$75,000 toward making it a college. The next year he made them the munificent offer of \$75,000 more on condition that they would raise \$25,000. These conditions having been met, Mr. Bates paid the college \$100,000 and became its earliest most liberal benefactor.

In view of his first proposition, the trustees voted that the college should bear his name, an honor as unexpected by Mr. Bates as it was deserved. For in this, as in all his many subsequent favors to the college, Mr. Bates was governed by disinterested philanthropic and Christian motives. He understood the value to our country of Christian colleges, and looked upon the opportunity of aiding a small denomination to found such a college as a happy way of executing one of his benevolent intentions. It may be questioned if he could have found for his money a wider field of usefulness. To his distinguished liberality in thought and deed the college owes its existence; for without his benefactions the labors of Dr. Cheney would have been unavailing.

Other details.—In 1864 the trustees secured from the legislature of the State an act changing the name of the **Maine State Seminary** to that of **Bates College**, and declaring that all the property of the seminary should become the property of the college the same as if the college and seminary were one. In addition to this the State made a grant of land to the college, valued at \$20,000. This grant was accompanied by the provision that the State should control ten scholarships in the college, giving free tuition to as many needy students, the children of soldiers falling in the war having the preference.

The course of study adopted was made very similar to that of other colleges in New England. Invitations to enter the freshman class were sent out. The terms of admission were not made low for the sake of attracting students. It was determined by the government that the college should be of the same grade as that of the older colleges about it.^a

^a It is interesting to notice what were the standard requirements for admission to New England colleges in 1863, as shown by the first Bates catalogue:

The terms of admission.—Latin: Virgil's *Æneid*, 9 books; Virgil's *Bucolics* and first two *Georgics*; Hanson's *Cicero*, *Sallust*, and *Cæsar*; Arnold's *Prose Composition*, 24 exercises; Andrews and Stoddard's *Latin Grammar*. Greek: *Xenophon's Anabasis*, 5 books; Homer's *Iliad*, first book; Greek grammar. **Mathematics:** Arithmetic; Algebra, first six sections, *Smyth*. English: **Ancient and modern history**; ancient and modern geography; English grammar.

Sixteen joined the first freshman class, of whom 8 continued through the course. At the end of the first four years the classes stood: Seniors, 8; juniors, 7; sophomores, 9; freshmen, 24; total, 48.

The first catalogue of the college gave the faculty as follows:

Rev. Oren B. Cheney, A. M., president.

Levi W. Stanton, A. M., professor of Greek language and literature.

Selden F. Neal, A. M., professor of mathematics.

Jonathan Y. Stanton, A. M., professor of Latin language and literature.

Horace R. Cheney, A. B., tutor in Latin and mathematics.

In 1865 Professor Neal and Tutor Cheney resigned, the former to enter upon the practice of medicine, the latter to begin the study of law. The next year Prof. L. W. Stanton accepted the principalship of an institution in Byfield, Mass. The places thus vacated were filled by temporary instructors and by the permanent professors of whom mention is made in another place.

College and seminary separated.—When the college opened the seminary became a department of it, having an equal right to Parker and Hathorn Halls, the library and apparatus. As the college classes grew the mistake of associating in this way students of all grades of advancement began to be recognized, and a complete separation of the college and seminary came to be a necessity. Hence in 1867 a site now within the college campus was selected, and a commodious brick building 100 by 43 feet, 3 stories high, was built at a cost of \$30,000. Here the next year the seminary took up its abode as an independent school, under the control of its own faculty and board of trustees. By a new seminary charter that had been obtained the college was required to pay the seminary not less than \$40,000 nor more than \$50,000.

The Latin school.—Three years prior to this separation the college preparatory class in the seminary had been formed into a distinct body of students called the Latin school, having for its special work to fit students for college. Without involving any immediate change in the character of the institution, this action had the effect to bring this department into special prominence and to make it attractive to the ambitious student. The influence of the college upon the seminary was generally recognized to be in favor of the Latin school as of the first importance; therefore the latter soon came to be the heart of the institution. Ere long the idea of discontinuing the seminary in the interests of the Latin school was broached. Hence it came about that the next year after the seminary took possession of its new building the ladies' department was given up, or rather was presented, together with \$5,000, to the Maine Central Institute, a new Free Baptist school in Pittsfield, Me. The Latin school was retained, and with the remaining property of the seminary was transferred to the trustees of the college. Then as the last step the charter of the seminary was surrendered.

EDUCATION IN MAINE.

to carry on the seminary in connection with the col-
manner of not a few successful institutions in the
ed unsatisfactory and was wisely abandoned.

changes through which the institution passed before
as evolved were not made without some opposition.
of the seminary in the name of which the enterprise
not at first all ardent for the college, and some of
absorption of the property of the seminary and its
ave the seminary given up as wanting in good faith.
vindicated the wisdom of the trustees and changed
o one of cordial acquiescence in all the measures
open approval of the results effected.

The college, with its enlargement and prosperity.
Its friends mutually remembered its needs.
There was a steady increase in patronage, the catalogue of 1866-67
showing in the first four classes 48 students; that of 1869-70 show-
ing 77.

THE COBB DIVINITY SCHOOL.

The Maine State Seminary was discontinued at the close of the
summer term in 1870. The next autumn the college government
opened in its vacated building a theological department, the Latin
school having moved into a new building especially erected for it.

The first charter of the college allowed instruction to be given in
law, medicine, and theology, but expressly prohibited the opening of
a distinct school in either of those branches. **But after obtaining a**
new charter with this restrictive clause left out, the young college,
notwithstanding all that was upon its hands, assumed the further
responsibility of sustaining a theological department.

To understand the clauses of this act reference to some denomi-
national matters of that day must be made.

In 1870 the Free Baptist Education Society was supporting a theo-
logical school at New Hampton, N. H. For several years prior to this
an effort had been going on to give the school a more complete equip-
ment, but had thus far met with limited success. A better location,
a suitable building, more men in the faculty, and additions to the
library were imperatively demanded. The opening of the college,
necessitating as it did a thorough canvass of the churches for funds,
seriously interfered with the endeavor to find means for improving
the condition of the theological school. The trustees of the college
had from the first carefully sought the approval of the Free Baptist
Education Society upon their great undertaking, and were now in
communication with its officers to prevent any collision of methods
or measures. After much discussion negotiations for the removal of
the school to Lewiston were opened, and were carried almost to com-
pletion. The society went so far as to agree to make this transfer

and to pay the income of its funds (\$42,000) toward the support of the school on condition that the college provide a building for the exclusive use of the school and add two men to its faculty, the men to be nominated by the society and elected by the trustees of the college. It was further stipulated that two-thirds of the college corporation should consist of persons connected with the Free Baptist denomination. To these terms the college authorities at the annual meeting in 1870 voted to accede, and then adjourned for one month in order to give the society time to select men for the additional professorships. But meanwhile the project was critically examined by leading men in the denomination. Complaints that had to be respected were made against it on the ground of its giving undue control of the school to the college. Hence when the corporation reassembled in July President Cheney represented to it that the measures agreed upon as a basis of cooperation with the education society were not satisfactory to many, and were likely to create a prejudice against the college among some of its proper friends and patrons. On his recommendation the trustees reconsidered their action and voted to start a theological school of their own. They accompanied this action with a request for the education society to surrender its school and to appropriate the income of its funds in aid of beneficiaries studying for the ministry, giving only the use of its library to the new institution. The college agreed to open its school in the autumn with three men in the faculty, and to add a fourth within three years. Rev. John Fullonton, D. D., and Rev. John J. Butler, D. D., professors in the former school, were elected to chairs in the new, and Professor Hayes, of the college faculty, was appointed to teach temporarily in both departments.

Readily accepting this surprisingly liberal offer, the education society took the steps asked of it, and left the way clear for the college to initiate its new enterprise. The school opened at the beginning of the fall term of the college with fourteen students present. Professor Fullonton taught Hebrew and ecclesiastical history; Professor Butler, theology and homiletics; Professor Hayes, English and Greek exegesis. In 1872, Rev. James A. Howe, D. D., was added to the faculty as professor of theology, and Thomas Hill Rich, A. M., as professor in Hebrew. The next year Professor Butler accepted a call to a professorship in the theological department at Hillsdale College, and Professor Hayes was retained permanently in both departments. In 1890, Rev. Alfred W. Anthony, A. M., took the chair of New Testament exegesis and criticism.

Owing to the death of Professor Rich in the summer of 1893, and the retirement from teaching at the close of the fall term of that year, on account of age, of Professor Fullonton, Rev. Herbert R. Purinton, in June, 1894, was made instructor, and in June, 1895, professor in Hebrew and church history. At the former date, Professor Hayes,

also, was, by his consent, taken from the college department and made professor of apologetics and pastoral theology, in the theological department. At the same time Professor Howe was elected dean of the school.

Before the commencement exercises of 1894 were over, the announcement was made that Dea. L. W. Anthony, of Providence, R. I., one of the trustees, purposed to give to the college, for the exclusive use of the divinity school, a new building. It is a commodious and attractive brick building, 51 by 86 feet, three stories high, with large attic rooms, called "Roger Williams Hall," in memory of Mrs. Britannia Franklin Anthony, a lineal descendant of Roger Williams.

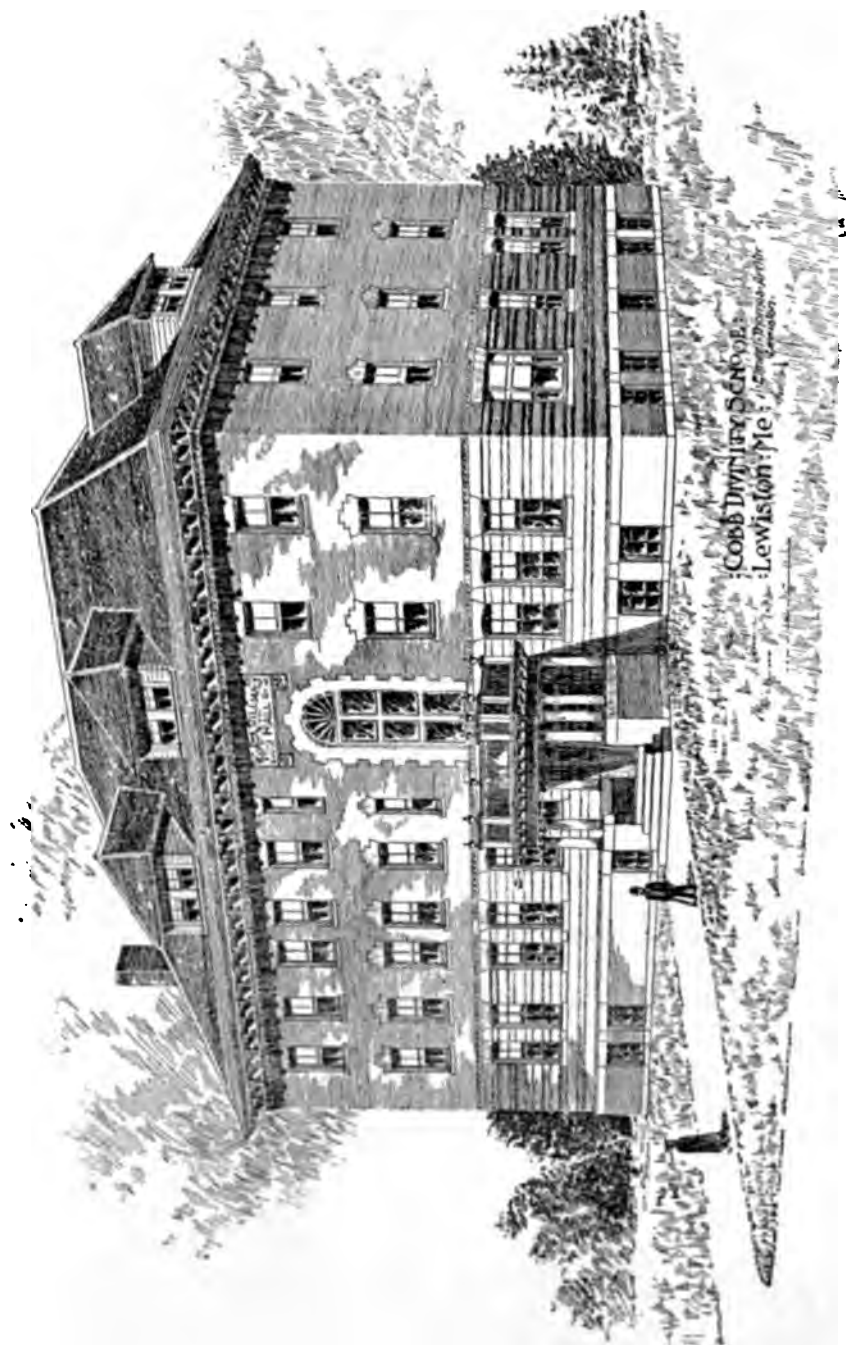
Since the divinity school has been in operation the annual average attendance has been 21. About 30 per cent of the students have been college graduates.

In 1887, the name of the theological school was changed to that of Cobb Divinity School, in recognition of the catholic spirit and generous act of Hon. J. L. H. Cobb, of Lewiston, in giving to the institution \$25,000. Probably this is the only instance in our country of a divinity school of one denomination named in honor of a member of another denomination. This donation, joined with others especially contributed for the divinity school, has secured to it a foundation of its own nearly sufficient for its entire support. The interests of the Free Baptist churches in New England were appreciably promoted by uniting their divinity school with their college; and the college, in turn, has been benefited even more, both because its right to appeal to the churches has thus been reenforced, and because through the divinity school the college has become more widely advertised and become more exclusively a center of denominational attraction.

GROWTH OF THE COLLEGE.

The decade from 1870 to 1880 was one of steady growth in patronage. The catalogue of 1879-80 shows a total of students in the academic department of 141, or nearly double the number of ten years before. During this time, also, four men were added to the faculty—in 1872, George C. Chase, A. M., professor of rhetoric and English literature; in 1873, Rev. Uriah Balkam, D. D.,^a professor of logic and

^aAt the time of his election Professor Balkam was a retired clergyman, who had been pastor of the large Congregational Church in Lewiston. In view of his scholarly attainments Professor Stanton conceived the idea of connecting him with the college, and solicited money in the city, principally from the members of Dr. Balkam's former parish, toward endowing the chair of logic and Christian evidences for his occupancy. This effort was so far successful that in the autumn of 1873 Dr. Balkam began his work as an instructor, taking for that year the classes of Professor Hayes, who was studying abroad. On the 4th of March, in the next spring, while riding to the college to meet his class, Professor Balkam was thrown from his horse and instantly killed. His death brought upon the college the loss of a teacher of superior ability and scholarship, who was adding greatly to its attractiveness and worth.





Christian evidences; in 1875, Oliver C. Wendell, A. M., professor of astronomy; ^a in 1876, John H. Rand, A. M., professor of mathematics.

The library and apparatus were increased by annual appropriations from the college treasury, \$600 being a standard sum of expenditure for them. The cabinet collections were enlarged both by occasional purchases and by valuable gifts from friends.

The external appearance of the college was not forgotten. A lot of land separating the site of the Divinity School from that of the college was purchased at a cost of \$13,838 and added to the campus. The gymnasium was built and partly equipped at a cost of \$4,000; a building for the Latin school was constructed at a cost of \$7,000; and a house for the president bought for \$15,000.

This increase of land and buildings, of facilities, of students, and professors indicated to the public a healthful development of the college and an intelligent adjustment of its affairs to secure its present and future interests.

But during this period there was written an altogether different chapter of its history. In spite of these appearances of prosperity for a period of fifteen years beginning in 1870 the college was subjected to a financial storm of increasing severity, threatening the destruction of the institution.

STORM AND STRESS.

The first necessity of a college is income. Inexorable are the demands for it. Buildings, students, professors, are of no avail without it. A college must have money, and that in a liberal measure. Starting on an inadequate foundation, Bates at once had to begin a struggle for existence. With its expenditures brought down to the lowest figure consistent with any degree of growth, still they would, year by year, stubbornly overrun the receipts. The gifts of its friends were numerous, but inadequate to make good the deficiency in the regular college income. According to the settled policy of the college to secure its advantages to poor students, the tuition was kept at \$36 a year, the lowest in any New England college, and in many cases the tuition was freely given to the student for his entire course. The room-rent receipts from Parker Hall, the only dormitory, did not net 4 per cent on its cost. The remaining and principal source of revenue, the endowment fund, in 1869, the year before the divinity school was opened, when swelled by room rent, tuition, and all gifts for current expenses, allowed expenditures to exceed receipts by the sum of \$2,567. But when the trustees dared to add to their already heavy responsibilities the support of a theological school, they saw a reasonable prospect of an immediate increase of the resources of the college. Instead of any increase, however, the year of opening the divinity school was signalized by the failure of two generous patrons

^a Professor Wendell, on account of ill health, was compelled to retire from the college at the end of his first year.

EDUCATION IN MAINE.

lege, involving a loss to it of \$25,000. The support of the faculty, together with that of the increased college faculty augmented by the outlay for improvements before noticed, soon carried the aggregate excess of expenditures over income to an alarming extent. In 1876 the floating debt amounted to \$81,292. The next year it was 85,000 more, while the invested funds of the college were reduced to nearly \$120,000. The outlook of the institution grew more and more menacing, except as relieved in a measure by promised aid.

By another characteristically generous act Mr. Bates early came to the assistance of the struggling institution. On February 21, 1876, President Cheney received word from him that if, within five years the college would raise \$100,000, he would give it an equal sum. At the same time the college was encouraged to expect that half the amount required of it would come from another friend. Hence, with \$50,000 to raise, the college went zealously to work. Its needs were too pressing to admit of delay. To help secure the offer of Mr. Bates the Free Baptist Education Society subscribed \$25,000. In a little more than a year, by strenuous solicitations, the subscription called for by the college was, to the great joy of its friends, declared complete. Then it was found that, owing to the prevailing business depression, the anticipated gift of \$50,000 would not be paid. Hence the raising of this large sum was thrown back upon the college.

The field open to appeals for Free Baptist enterprises was limited at best, and this field had just been canvassed. The stagnation of trade increased the difficulty of soliciting money in that or in any other field. The endeavors of the college to accomplish its object were tireless and heroic. The very life of the college seemed to depend upon getting this promised fund. A donation of \$10,000, made by President Cheney at the commencement in 1876, finished the subscription. Again there was great rejoicing. But again great disappointment was met. In view of the general prostration of business, the payment of Mr. Bates's subscription was delayed. Meanwhile, some of the pledges made toward securing his offer suffered from the financial distress of the times. Hope was deferred, and before the matter was settled, on January 14, 1878, within five weeks of the limit of time allowed for meeting the terms of Mr. Bates's proposed gift, he suddenly died.

The college fully realized that to deal with the law was not to deal with a personal friend. Therefore it carefully reviewed its subscription list, converted unsettled pledges into cash or legal notes, and with the utmost confidence in the validity of its claim against Mr. Bates's estate, awaited the day of settlement. By means of a bequest of \$40,000 that fell to the college in 1874 it could show that in the given time it had raised in notes, cash, and other securities \$143,780. The legality of the claim was doubted by the executors of Mr. Bates's will, and the court sustained them in their doubts.

It was not until five years after the death of Mr. Bates that the case was finally decided, when the college found itself nonsuited. The decision of the supreme bench rested on a point not considered by either party in the trial. The gift of the education society unfortunately carried with it the condition that the money should be available for the use of the college so long as the teachers supported by it, in whole or in part, "should be approved by the executive committee of the society." No evidence was offered to show that on these terms Mr. Bates accepted this money as a permanent gift to the college. Hence, by not allowing this sum to stand and by ruling that legal notes could not be counted as "dollars" raised, the court decided that the conditions of Mr. Bates's pledge were not fulfilled, and that his estate was not holden.

Notwithstanding this opinion, the effort to meet those conditions did bring to the college treasury \$100,000, and proved to be the salvation of the institution. But while the funds were increased by this amount on the one hand, they were diminished on the other by the amount of many annual deficits, and still remained obstinately insufficient.

The poverty of the college during this period rested heavily on the faculty. For twelve years they had each sacrificed a fifth of their salaries toward keeping down the debt. At their request Professor Chase was induced to act as an agent for the college during vacations. His efforts were especially valuable. By his labors, in connection with those of the president, it came about that in 1884 the treasurer's books for the first time since 1868 showed, on current expense account, a slight balance on the right side. The expenditures were \$18,729.28, the income \$18,800.80, a visible balance of \$71.52. But so small a balance is with difficulty kept from shifting sides. The next year the familiar story was repeated, a deficit of \$840. While the current expense account may be said to have been brought within control, the permanent fund did not always show a stability in harmony with its name. In 1884, for instance, two notes, valued at \$12,000, belonging to that fund, became worthless; on the other hand, during the same year \$5,000 were added to it. With all debts paid the college then had \$157,037, or not half the sum needed for a generous life. The management was rigidly economical, expenses were kept at the lowest scale, but wants accumulated, desirable improvements were deferred, and the salaries of the professors remained severely meager. At last a prospect of relief appeared.

RELIEF.

The financial relief of the college came about through another conditional promise of money and by another liberal bequest. In 1886 Hon. J. L. H. Cobb, of Lewiston, proposed to give \$25,000 to the college if it would raise \$75,000. This offer was followed by that of another gentleman, who agreed to add to the sum thus obtained

\$30,000, the gift to be used for an astronomical observatory. While the college was engaged in finding the money for securing these pledges, a bequest of \$40,000 fell to it; but as bequests were not to be included in the \$75,000 to be raised to secure the pledge of Mr. Cobb, the funds of the college were by so much the more increased.

To lighten the work imposed upon the college by this offer, the Free Baptists of New England were invited to endow a chair in the divinity school, to be named the Fullonton professorship, in honor of Prof. John Fullonton, D. D., who for more than fifty years has served his denomination as an instructor of its youth. This proposition was heartily seconded by the old pupils of the revered professor. The churches were canvassed by two students, who in the course of a year received, in small sums, a good part of this endowment. The remainder, about \$8,000, will doubtless be made up in a short time.

At the end of two years the college had met the conditions to Mr. Cobb's generous offer. On his part the pledge was promptly honored, and the college found itself at last brought into a condition of safety, if not of unrestricted liberty.

Since the building of a college is the building of a public and permanent institution, the persons by whose liberal gifts its foundation is secured seem to be entitled to such public and lasting honor as the pages of its history can give. It is a pleasant as well as a just act for Bates to put on record the names of some of its generous benefactors.

BENEFACTORS AND BENEFACCTIONS.

Institutions owing their existence to funds gathered in a **canvass** of years, largely among churches of limited means, become indebted to a multitude of donors of small sums, who are worthy of **grateful and enduring remembrance**. Of such benefactors Bates has preserved a long and illuminated roll. The aggregate of their gifts formed **no inconsiderable part** of the capital of the college at the beginning of its history. Its growth in years and in patronage made imperative enlargement in every direction. Enlargement meant larger **expenditures**, and larger expenditures the need of larger receipts, and larger receipts persistent solicitations of aid. So inexorable were the **calls** for money in equipping this young institution, so wide and **strong** the ever flowing and deepening current of expense, that **only the munificent gifts** of wealthy friends could have availed to **arrest the flood** and keep it from overwhelming the college. Though the **endowment** of Bates is still small, not approximating that of **most New England colleges** which, on a higher scale of charges, have **only one** department to sustain, yet on that account it has probably **known** more widely than they the number and the warmth of **philanthropic hands and hearts**.

Hence, to group the chief benefactors of the college, in **spite of the slight repetition** it may involve, is necessary in order to **present in a**

true light one important chapter in the college history. First among these—first in the time and in the amount of his benefactions—was the noble man whose name the college bears, who, as we have already seen, gave the institution, in addition to his valuable influence, \$100,000. The State of Maine, having in its constitution a clause requiring it to make from time to time appropriations in aid of institutions of learning, and having liberally voted money to the seminary and college, must be ranked among the most timely benefactors of Bates. The State appropriated \$15,000 at the beginning of the Maine State Seminary, and, at the beginning of the college, voted it two townships of land, valued at \$20,000. The Free Baptist Education Society, relieved by the college of the support of its theological school, paid \$25,000 toward securing Mr. Bates's last subscription. The Alumni Association, a legally incorporated body, gave the college its note for \$10,000, with the understanding that all gifts from the alumni should go toward its liquidation. President Cheney, with characteristic liberality, gave \$11,000 to the college to which he has given his life. The bequest of Mr. Joshua Benson, of Boston, brought great encouragement to the college in a dark hour of its history. Intending to devise the principal part of his estate to some institution of learning, he was induced by a grandnephew of his then in college, the late Mr. E. H. Besse, of the class of 1877, to consider the character and needs of Bates. Another grandnephew, Mr. E. C. Benson, of Boston, heartily seconded this request. As a result the will was made in favor of Bates, and brought it \$40,000. The next large legacy was that left by Mrs. Sarah S. Belcher, of Farmington, Me. Mrs. Belcher was a widow without children, who had long been interested in the educational work of her denomination at Lewiston. Influenced by her friendship for President Cheney, she formed the wise purpose of leaving the bulk of her property to the college. The will was contested on the ground of undue influence, a fictitious and absurd charge, both in view of the honorable character of the president and of the remarkable strength of mind of Mrs. Belcher. The plea was disallowed by the courts. The expense of both sides of the suit falling upon the college, the only result of the trial was to take from the legacy nearly \$10,000 for the costs of law, leaving \$40,000 to the treasury. The largest benefaction Bates has received from any person now living is \$25,000, from Hon. J. L. H. Cobb, of Lewiston. To this liberality Mr. Cobb was moved as a result of his observation of the work and worth of the college. How the trustees expressed their appreciation of this benevolence by naming the divinity school after him has already been noticed.

In 1887, Mrs. Caroline A. Wood, of Cambridge, Mass., left to the college a legacy of \$35,000. In early life Mrs. Wood was connected with the Free Baptist Church, in Vermont. By removal from the State, her membership was lost to the denomination, but not her

EDUCATION IN MAINE.

ent to it. Having become acquainted with the character of the college, she generously remembered it in the final disposition of her estate.

At the same time Bates received another bequest, that of Dr. Henry W. Easterbrooks, of Sutton, Vt., by whose thought in his last days \$12,000 was devised in aid of the education of young men for the ministry.

In the history of the institution, Mr. William Toothaker of Phillips, Me., gave it \$6,000. At a later period Hon. J. Reddington, LL. D., of Lewiston, made a donation to the college of \$3,000 in stock, accompanied by the wish that \$1,000 of this sum should be used to found a scholarship for a lady student—the first act of the kind known in the experience of a New England college. By depreciation of the stock, shortly after its transfer to the college, the generous purposes of Judge Reddington failed to give it the aid intended.

Mrs. Charlotte Chelsey, of Newmarket, N. H., left the college a bequest of \$4,000. Hon. George G. Fogg, LL. D., of Concord, N. H., one of the trustees, showed his genuine friendship for it by a gift of \$5,500. Mr. Chase Lewis, of Providence, R. I., gave \$1,000 to endow one of the first scholarships in the college, and also left it a legacy of \$4,000.

Three of Boston's most cultured and liberal families have helped the college to the amount of \$40,000—help made doubly valuable by the ever cordial spirit with which it has been tendered.

L. H. Hedge, M. D., of Waukon, Iowa, contributed \$5,000 toward the erection of the laboratory that bears his name. Senator Stanford of California, by a gift of \$8,000 has given this Maine college significant reason for cherishing a fraternal interest in the university of which he is the founder, as well as for holding his name in lasting honor.

Dea. L. W. Anthony, of Providence, R. I., has recently built Rogers Williams Hall for the benefit of the divinity school. Favored by circumstances, this commodious and attractive building that would ordinarily have cost \$30,000, was secured at two-thirds that sum.

In addition to these sums should be counted the outstanding pledge of \$30,000 toward an observatory and its equipment.

As has been said, this is only a partial list of the persons who have chosen to make Bates the almoner of their liberality to church, society and native land.

The young college thus bears witness to the claim of American wealth to be foremost in the world in recognizing institutions of learning as agencies of the highest usefulness. Were all the records of Bates to be published it would as clearly be shown that the appreciation of such institutions by American people is not confined to the wealthy.

THE EQUIPMENT OF THE COLLEGE.

The aggregate of the gifts named in the above list is \$462,100, including in this sum the pledge for the observatory. By means of these and smaller gifts the college, in spite of the large excess of current expenses over current income, extending through a period of fifteen years and carrying the debt nearly to \$90,000, has been able to stop the deficit, pay this debt, and retain a small working capital that, by the strictest economy, would enable it to live as it is, if life without progress were possible. The grounds contain 50 acres, that, together with the seven college buildings, are valued at \$225,000.

The gymnasium.—The gymnasium, though adequate for its purpose, is the least expensive of the buildings. It is a commodious wooden structure, in the rear of Parker and Hathorn halls. It is provided with bathrooms and furnished with apparatus of the most approved pattern.

Exercise in the gymnasium is taken under the direction of four students (one of them a young lady) who are specially trained for giving instruction in the college. It is thought that by taking competent undergraduates for teachers in the gymnasium the interest and morale of this work will be kept at its best, while the instructors will receive compensation to help them through their course. The regular drill is given four times a week to each class by itself. Attendance is required of all students to this, as to other college exercises.

The libraries.—The libraries connected with the college number 17,154 volumes. These are distributed thus: College library, 11,694; society libraries, 1,600; divinity school, 3,860, total, 17,154. Public libraries of Lewiston and Auburn, about 6,000.

The books of the college library have been selected with care, and primarily with reference to the needs of the undergraduates. Hence, as an aid in their education, it has a value that might not be found in a much larger collection of books. It contains little rubbish, and is enriched by a few rare books. It occupies at present part of the lower story of Hathorn Hall, awaiting the time of its removal to a commodious library building. It is open daily, Sundays excepted.

CABINETS.

BOTANICAL.

The nucleus of the herbarium was gathered many years ago by an enthusiastic botanist, the late Dr. Aaron Young. It contained a representative collection of New England, especially of Maine plants, a part of which was gathered during the State geological survey, conducted by the late Dr. Charles T. Jackson. The plants chiefly used now, however, in the identifying of species, are those that have been

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pressed and mounted in the laboratory and the herbarium of the late President Chadbourne, of Williams College, Massachusetts, which was purchased by the college.

Of this, Dr. O. R. Willis, a distinguished botanist of New York, has said: "It is one of the best working herbariums I have ever examined." Besides its collection of New England plants, including the grasses, sedges, ferns, etc., in all about 2,000 specimens, it has several groups of ferns from other countries, also pretty full collections of mosses and lichens, named by the highest authorities, and more than 1,000 fungi. There are collections of the plants of New Jersey, Tennessee, and Florida, also of several foreign countries, illustrating the identity of many families in Europe and America. There are also collections from Greenland, Labrador, and the Tropics, and mountain flora from the Rocky Mountains, the White Mountains, and the Alps. There are also some 1,500 duplicates. These are in cabinets of the most approved construction.

MINERALOGICAL AND ORNITHOLOGICAL.

The cabinet of minerals, shells, and fossils occupies one room of the Hedge Laboratory. The collection is conveniently arranged and is steadily growing. All the common minerals, and most of those of rare occurrence, are fully represented by typical specimens. It is intended to make the collection of local minerals as complete as possible. Among the shells and fossils are many choice specimens. The ornithological collection contains mounted specimens of nearly all the New England birds, besides many from other parts of the United States and from foreign countries. In all there are about 1,000 specimens.

LABORATORIES.

CHEMICAL.

The chemical laboratory is a two-story brick building of attractive modern style. On the first floor are the chemical lecture room, with rooms adjoining for chemicals and apparatus, and a large room occupied by the mineralogical cabinet. The room for the laboratory work of the class occupies the most of the second floor. It is well lighted, thoroughly ventilated, and conveniently fitted with sinks, hoods, and tables sufficient to accommodate 48 students. Adjoining this room are the weighing and apparatus rooms and the private laboratory of the professor.

The arrangement and appliances of the whole building are in accordance with the most approved plans of modern laboratories. The apparatus has been recently somewhat increased from funds contributed by members of the alumni and other friends of the college.

PHYSICAL.

The lecture room, laboratory, and cabinets of the department of physics are on the lower floor of Hathorn Hall. They are conveniently arranged, are well furnished for their purposes, and are provided with water, gas, and steam. The collection of apparatus for lecture purposes and for the students' individual work is rapidly growing.

PROPOSED ASTRONOMICAL OBSERVATORY.

Several years ago the lamented Professor Stanley received \$700 from the late Mr. A. D. Lockwood, an old friend and former trustee of the college, for the purchase of a small telescope. By rare good fortune one of Clark & Son's 6½-inch glasses was secured from Prof. O. C. Wendell, of Harvard Observatory. This telescope is equatorially mounted, and located where it can be made available for the classes in astronomy.^a

The college some time since had the promise that David's Mountain—a steep and solitary hill, 125 feet above the surrounding territory, 390 feet above tide water, its base within a stone's throw of the college—should be crowned with a more complete observatory, furnished with a large telescope and other instruments of astronomical study. Financial disasters have caused a delay in fulfillment, but not, it is believed, a full surrender of this generous intent.

In things essential to the full equipment of a college, Bates, of course, has not yet reached a state of affluence. It is glad to be able to point to Hedge Laboratory, recently completed, as evidence of its progress in supplying itself with the best facilities for instruction.

INSTRUCTORS AND INSTRUCTION.

The branches taught in the college may be grouped under the following heads: Classics, mathematics, modern languages, English literature and rhetoric, political economy, science, psychology, logic, and Christian evidences. On the question of making radical modifications of the old curriculum under which our earlier colleges won their reputation for discipline and scholarship, Bates is inclined to be conservative. In its judgment a technical course of study pursued after graduation from college, when the mind has been broadened, disciplined, and furnished with the groundwork of knowledge, gives promise of yielding the best results. If, after college days are over, the business of life is to shut the graduate up to one special line of study or work, let him not begin too early in his course to turn aside from all other departments of learning. Of no branch of study in

^aA thief with a scientific turn of mind recently broke into the observatory building and stole the telescope. He is now (1896) in durance vile, with a prospect that the telescope will be recovered.

EDUCATION IN MAINE.

of Bates would a liberally educated man willingly. Even in America life is not too short for our youth to have a firm foundation for their future work.

As the instruction at Bates aims, in addition to making the student conversant with the history, geography, poetry, oratory, philosophy, life, and institutions of the Greeks and Romans, to secure accuracy and smoothness of translation, and to enable the student to feel the force and beauty of the ancient language, great weight is attached to a correct knowledge and application of the principles of grammar as one of the surest means of sharpening the mind and disciplining the judgment. This department is in charge of Professor Stantop, who has been a member of the faculty since the opening of the college. Professor Stantop is a graduate of Bowdoin and of the University of Vermont, and also studied abroad.

Mathematics is continued through two years, concluding with calculus, except when French is chosen in place of it. One of the options allowed in the course is between these two studies. Instruction in this department has been given by Professor Rand since 1876. Professor Rand was a member of the first class graduated by the college, and left behind him a reputation for aptitude in this branch of study that secured his call to this chair.

French is taught five hours a week two terms in the sophomore year; German, the same number of hours through the entire junior year, and advanced French or German is elective to juniors and seniors, respectively. The limited time allowed to these languages compels special attention to be directed either to the written or the spoken tongue. If four years in a foreign land are essential for acquiring the art of correct conversation in its language, it would seem to be wise for the time given to French and German in college to be devoted primarily to the grammar and the literature. Hence, Professor Angell, without overlooking conversation in these languages, follows this line of instruction, drilling his classes in the grammar and introducing them to some of the best works of the best authors. Professor Angell is a graduate of Brown, for several years was the principal of Lapham Institute, and studied for his department in France and Germany.

English literature and rhetoric receive special attention at Bates. Instruction in these branches is given during some part of each of the four years. By text-books and lectures on the part of the instructor and by essays and criticisms on the part of the students the theory and practice of rhetoric are combined. The origin, development, and character of English language and literature are fully enough treated to exempt the college from the charge so frequently made that our higher institutions neglect the mother tongue. Until direct instruction in history was provided, Professor Chase assigned from time to time historical events and characters as the subjects of essays and criticisms, and sent his students to the library for historical investi-

gation, and thus in a measure aimed to supply the defect in the course. A special instructor in history was secured in the fall of 1894. At this time also, Professor Chase became the president of the college, and his department came under the care of Professor Hartshorn. President Chase is an alumnus of the class of 1868. He took a post-graduate course in English literature at Harvard, and subsequently studied abroad.

Scientific studies and political economy were taught by the lamented Prof. R. C. Stanley from the time of his coming into the college in 1865 until his death, August 5, 1889. They were then partly in charge of Prof. W. H. Hartshorn, who ably sustained the reputation given this department by his predecessor. Professor Hartshorn graduated from Bates in 1881, and fitted himself for teaching physics by a special course at Leipsic. At his request he was given in 1894 the chair of rhetoric and English literature, and Prof. Frank E. Millis, of Cornell, was chosen to succeed him.

The course in chemistry has recently been enlarged in the direction of more laboratory work, and is taught by Prof. Lyman D. Jordan, of the class of 1870. Professor Jordan was called from the Lewiston High School to this position, and entered on its duties after taking a course of study abroad.

Astronomy, geology, botany, ornithology, physics, zoology are pursued far enough to give the student an intelligent acquaintance with each of them, and to prepare him for further study. Five hours a week, for a term, are devoted to most of these branches. Chemistry and physics are both studied two terms. Two courses in each are also electives.

Bates takes special pride in its instruction in ornithology as one of its peculiar features. Possessing the best private collection of Maine birds in the State, Professor Stanton brings to this, his favorite study, the results of an ardent and wide investigation. By lectures, illustrated with specimens from his own or from the college collection, and by accompanying his class into the haunts of living birds, he leads the students to take a deep interest in this somewhat neglected yet fascinating branch of study.

Christian in foundation and in character, the college regards moral philosophy, ethics, psychology, and Christian evidences as studies of the first importance for all liberally educated minds. These subjects are taught by text-books and lectures, and by the student's investigation of assigned topics and preparation of papers upon them. Questions apart from text-books and related to these topics are also given to the class to answer out of their own reading and thought. Except that ethics is taught one hour a week to the freshman class, the work in this department falls to the senior year. Until the fall of 1894 this department was in the hands of Professor Hayes. By his transference to the divinity school these studies came to the charge of

President Chase. Professor Hayes is a graduate of Bowdoin and of the Free Baptist Theological School, and has studied in Germany. The honorary degree of D. D. was conferred upon him by Hillsdale.

In the faculty of both departments 6 colleges are represented; 1 is a graduate of Dartmouth, 3 of Bowdoin, 2 of Brown, 1 of Colby, 1 of Cornell, and 4 of Bates. Seven have supplemented their college and professional courses by study abroad.

From the first they have been a working corps. In the youth and poverty of the college, the character of its instruction has been its main reliance for attractiveness. The instruction has been kept abreast of the day, but, as has been said, without any radical departure from the course known to give a thorough and liberal education.

CHARACTERISTIC FEATURES.

I. Coeducation.—It was comparatively easy for Bates to lead the way in New England in offering college privileges to young women on the same terms as to young men, for in the seminary out of which the college sprung both sexes studied together through all the course. Why prolonging their studies for one year, or for four years, should involve a necessity of separating the sexes the trustees failed to see. Under their superintendence the principle of coeducation had been put to the test; for them to abandon it in the college, in the absence of any fundamental difference in the situation presenting a solid reason for a change of policy, would be plainly inconsistent. Besides, here was an open field for the new college to cultivate, with the prospect of large returns. Bates, therefore, determined to make the innovation, and fearlessly to fling open its doors to all. By the sagacity of the trustees, this step was taken in advance of any popular demand, but not in advance of public need.

At the opening of the college course several young ladies, who had pursued the preparatory studies in the seminary, matriculated, and kept along with their class in college through two or three years, but none continued until graduation. Miss Maria W. Mitchell, of the class of 1869, has the distinction of being the first lady graduate of any New England college. Her example, however, was but slowly influential. It was not until in her senior year that she saw another of her sex in college. The number of ladies graduating thus far has been 81, distributed thus:

1869	1	1882	2	1888	5	1893	7
1872	1	1883	2	1889	7	1894	6
1877	2	1884	5	1890	7	1895	11
1880	2	1886	1	1891	13		
1881	1	1887	5	1892	3		

There are now 66 young ladies in college. The novelty of their presence and of their equal participation in all college exercises long since wore away and ceased to excite comment. Some superior

love of learning and earnestness of purpose will generally be found to animate young ladies intent on having a college education. Thus a principle of selection operates to secure in this class of students a high average of ability. This explains how it is that, at Bates, college honors have fallen to them out of all proportion to their numbers. It is the rule rather than the exception for them to reach oration rank. Four times they have won the salutatory, and six times the valedictory. In one class containing only two young ladies they divided these honors between them.

Study has not been detrimental to their health. The regular habits of college life, together with the prescribed course of gymnastics, tend to improve rather than to impair their health.

In all matters of college discipline they are an aid to good order, and have never given occasion for rebuke. As their numbers have increased any inclination of the students to cultivate unduly the social instinct has attracted the attention of the faculty and been guarded against. Coeducation, as tried at Bates, has proved a success.

II. *Open societies.*—Among the earliest enactments of the college government was a law declaring that, "On no condition shall a secret society be organized or be allowed to exist." All petitions of the students to the trustees for the abrogation of this law have been unavailing. Experience has demonstrated that choice must be made between secret or open societies. Both do not flourish. Bates prefers the latter as avoiding expense, securing the best literary returns, escaping the temptations incident to secret meetings of students at late hours of night, and as leaving the acquaintance and good-fellowship that would otherwise be pledged, if not confined, to the few members of a secret fraternity open to all members of a class, or of the entire college. One of the superior advantages of small colleges lies in the opportunities afforded for such training as is cultivated by open societies. At Bates, the Eurosophian and Polymnian societies maintain separate rooms at Hathorn Hall, and have libraries of about 800 volumes each. In their respective rooms they hold weekly meetings on Friday night, and once a year have a public meeting in the chapel. As members from the freshman class are secured according to their judgment of the merits of these meetings, a healthful rivalry stimulates each society to a healthful exertion to excel. In gatherings of students where papers are read, declamations rendered, questions on various subjects discussed, and criticisms passed, the literary taste and argumentative skill of the members can not fail to improve.

III. *Needy students helped.*—No better proof of the design of the college to keep its expenses within the reach of poor students could be given than that shown in its refusal to obtain relief from its financial distress by raising the tuition to an equality with that charged in other colleges. "Many a country lad," said one of the trustees in

EDUCATION IN MAINE.

opposition to raise the tuition, "is influenced in his
by a difference of \$5 in the tuition." In addition to
by its low rates the college has 35 scholarships and
ing free tuition to deserving applicants. A still greater
in this direction has resulted from arranging the college
view to have the vacations favor the students in earn-
til 1895 the fall term has begun the last week in August
Friday before Thanksgiving. Then college exercises
ere suspended for six weeks to allow for teaching winter schools, a
privilege made use of to such an extent that until recently two-thirds
of the young men during this vacation were found scattered over New
England engaged in this work. Thus New England has received some
return for the liberal aid it has given the college. The hard times of
recent years have forced so many into teaching that schools enough
for the students have been difficult to obtain. Hence the college,
without abandoning the aim to allow students time to teach, has
thought it best to begin its fall term two weeks later than before, and
by so much to shorten the winter vacation.

Teaching has been found to have of more than pecuniary rewards for
the student, by bringing him more fully into sympathy with college
methods and requirements and quickening his grasp on the studies
pursued. It also prepares him on leaving college to obtain, if he
wishes, a permanent situation as a teacher. Undoubtedly the explana-
tion of the fact that so large a per cent of the alumni make teach-
ing their life work may be found here. The money earned in the
summer and winter vacations frequently enables economical students
to meet all their college bills, and if, by such industry, their time has
to some extent to be taken from reading and study and to be given to
things not always intellectual, yet, by working their way through
college, they receive in the self-reliance, energy, and perseverance
thus developed some valuable compensation for the loss.

IV. *Forensics*.—The system of public debates, established from the
first at Bates, is a peculiar feature of the institution and one of very
high merit. During the freshman year the class is divided into groups
of six or eight, to each of which is given a question for public discus-
sion at the close of the fall term of the sophomore year. Each dispu-
tant is allowed to speak twenty minutes, and has the privilege of
reading his argument or of reciting it from memory. The young
ladies and gentlemen enter with equal interest into this exercise.
The discussion takes place in the presence of the students and their
friends, and before a committee selected by the speakers. This com-
mittee is usually chosen from the senior class, with, perhaps, one
member from outside the college. At the close of each debate the
committee names the best disputant in the division regardless of his
eloquence, and, after all the divisions have spoken, names the eight
best disputants in the class, whether they took the prize in their own

division or not, to participate in the champion debate, which constitutes one of the exercises of commencement week. Care is taken to have all the questions discussed worthy of the students' study.^a Out of a list of subjects presented by the professor in charge of the exercise the students choose one to their taste.

The rhetorical exercises of the freshmen and sophomore classes include essays and public prize declamations. Three essays a term, or their equivalent, must be prepared. The members of both classes receive a private drill in speaking, preparatory to taking part in the public declamation. Each of the juniors debates without notes before the class, writes themes, and prepares an original declamation for a public prize contest. The declamation is read before a committee who designate the twelve best speakers to compete during commencement week for a first and second prize. The rhetorical work of the senior year consists of essays, criticisms, literary and philosophical papers, and orations. At the close of the spring term a senior exhibition is given by twelve representative speakers selected in the same manner as the contestants for the junior prize.

V. *Outside lectures.*—It has come to be a custom of the college to secure from distinguished scholars, teachers, and divines a yearly course of lectures before the students. Some of New England's ablest thinkers and leaders of thought have been heard in this way. These lectures are made free to the public and are highly appreciated by the scholarly element of Lewiston and Auburn, as well as by those for whom they are more immediately intended. Among those who have been heard are John Fiske, Edwin D. Mead, Phillips Brooks, Edward Everett Hale, Alexander McKenzie, Ruen Thomas, Prof. C. W. Emerson, ex-President Hill, of Harvard. In 1889 Rev. Selah Merrill, D. D., gave a course of six lectures on Palestine. It has generally been by the courtesy and generous consideration of these eminent men that the students have had the privilege of listening to their counsels.

VI. *Morals and religion.*—The college requires attendance at church once each Sabbath wherever the student may elect to go; also daily morning prayers in the chapel, after the first recitation, and at the public services on the Day of Prayer for Colleges.

The students sustain a Y. M. C. A. and a Y. W. C. A., the two forming a Christian Union for a general social meeting on Wednesday evening, and at other times holding meetings by themselves. Class prayer meetings, with more or less regularity, are also maintained. By reason of these and other direct Christian agencies a pure, moral,

^aSome of the questions discussed have been: "The tariff;" "State v. denominational colleges;" "Bismarck, or Gladstone;" "English civil service for the United States;" "Correctness of the popular estimation of Bacon;" "How to solve the Indian problem;" "Ought a canal across the Isthmus to be built by the United States?" "Has England or Germany exerted the greater influence on civilization?" For 1895 the question was: "Did Bismarck do more for German unity than Cavour for Italian unity?"

and religious atmosphere has from the first pervaded the institution. In guarding the moral character of the college, the faculty have not hesitated to be "paternal" to the extent of promptly dismissing any student disposed to spread moral contamination among his associates. Temperance, interpreted to mean total abstinence, is universally prevalent in the college and, what is possibly more significant, the use of tobacco, while not prohibited by the government, is, by the students' own act, reduced to a minimum when not altogether discarded. At the present time it is believed that not one of the students is addicted to its use. The benefit of a scholarship carries with it a pledge from the student of abstinence from tobacco.

VII. *Relation of the faculty to the students.*—The personal interest of the faculty in the students is made possible by the size of the classes, and can be mentioned as one of the striking features of the college. Any student is invited to consult freely with the faculty on whatever concerns his welfare as a member of the college. The old-time barriers between professors and students have here never been allowed to exist. The result is that the student, perceiving that he is an object of individual interest to his teachers, feels at liberty to seek their advice in respect to his studies or to ask aid in his endeavors to get a situation to teach or work. Thus the faculty come to know the moral as well as the intellectual bent of the students, and an opportunity is given for mingling any word of caution, reproof, or commendation with the favor shown. The good offices of the faculty are especially sought as graduation draws near by those intending to **teach**. It is very natural, too, that students thus trained in college to seek advice from the faculty should not be restrained from looking to them at any later time for their counsel or influence.

THE ALUMNI.

Twenty-nine classes, numbering in all 579 members, have been graduated by Bates. The first class, of 1867, consisted of 8; the last, of 1895, of 33. Assuming the average age of the students at graduation to be 23 years, the members of the oldest class would now be in their fifty-second year. The first eleven classes graduated 150; that is more than one-fourth of the entire alumni. The remaining three-fourths, therefore, would not yet have passed their forty-first year. Thirteen more than one-half of the alumni have graduated in the last ten years; hence one-half of the whole number would not yet have passed their thirty-third year. These figures show the youth of the college, and make it plain that but few of its alumni can have arrived at the period when distinction usually comes to men. The graduates of Bates are not too young to have successfully entered upon the pursuits of life, but are too young, to any wide extent, to have carried off its highest honors.

Interpreted by the callings selected, the alumni may claim to have been drawn to positions of usefulness rather than to those promising renown. More than 40 per cent have become teachers, and not a few teachers of a superior order. Accustomed to teach while in college, on leaving it many of them find that their experience and attainments can at once be turned to a good account for a while, at least, in this line of work. Thus it has come about that more city high schools in New England are now taught by graduates of Bates than by those of any other college. Three of the alumni are teachers in Boston, 1 in the Institute of Technology, 8 in Washington, 1 at Harvard, 9 in other colleges. One is president of Bates, 1 is president of a State university, 1 is a professor in a theological school, 15 are professors in colleges, and others are found scattered through the schools of 21 States of the Union. One hundred and ninety-four have become teachers.

Omitting the alumnae, although the second young woman to graduate from the college became and still is a preacher, about 17 per cent of the graduates have chosen the ministry, or 85 in all. Of these, 50 have entered the Free Baptist ministry, 20 the Congregational, and 15 that of other bodies. In the first decade 23 per cent, in the second only 13 per cent, of the alumni devoted themselves to this sacred calling—a serious decline, although one shared in common with the other New England colleges of our day. Of the remainder of the alumni, 17 per cent, or 85 in all, have chosen the law, 12 per cent medicine, the rest architecture, civil engineering, journalism, and other avocations.

The loyalty of the alumni of a college may be taken for granted. The feeling means a continuance of a spirit strongly developed in undergraduate days, pleasant recollections of college life, an intelligent appreciation of the workers and the work for which the college stands, a grateful sense of indebtedness to the institution for personal benefits to mind and character received. Bates has often been gratified to find that, after association with graduates of other colleges in professional schools and other places, her alumni have been moved to affirm their satisfaction with the course of study, instruction, discipline, and spirit of their alma mater.

Alumni associations.—Wherever found located in sufficient numbers, the alumni of Bates have followed the example of those of older institutions in organizing associations for fostering the interests of the college and promoting the fellowship of its representatives. Of these associations, the most important is the chartered body embracing all the graduates, and holding its annual meeting at Lewiston during commencement week. Wednesday evening is regularly appropriated for such literary exercises as it may provide. The association is also empowered to nominate two of its members for a place on the board of overseers—two of the five persons annually elected to that board.

EDUCATION IN MAINE.

ance of the alumni with the internal affairs of the college, and it is to be equally shared by that of the other members of the faculty. Hence the influence of the alumni on the management of the college seems destined to be increasingly controlling and important. In a few years, along with those of the college, ripen into maturity.

A NEW ADMINISTRATION.

One of the most important meetings of the college government, in recent years, was held in June, 1894. At that time not only were the changes introduced into the faculty that have been mentioned elsewhere, but a change took place in the presidency of the college. President Cheney, after long years of service, resigned his office. To him Maine State Seminary owes its existence, though not to him alone. To him the college owes its existence more than to any other man. To him also was due the rise in connection with the college of Bobb Divinity School. No man in Maine in this generation has done so wide a work for liberal Christian education as President Cheney.

Prof. George C. Chase, who had been connected with the college since 1872 as one of its most successful teachers, and who, in the period of storm and stress, came to the rescue of the imperiled institution and secured the funds without which it could not have continued, a man of recognized ability, scholarly tastes and acquirements, was elected as successor to President Cheney. The formal induction into office took place September 22, 1894. Coming to his position with a ripe experience and in the maturity of his powers, **President Chase possesses in a high degree the qualities that guarantee, with the blessing of God, an administration of continued prosperity to the college.**

PRESENT CONDITION.

The college corporation maintains three distinct departments of educational work—the Latin school, with 7 instructors and 89 students; the divinity school, with a faculty of 6, and 20 students; the college proper, with a faculty of 10 professors and instructors and 190 students.

For the support of these schools the corporation, in addition to the annual donations received and the income from room rents and tuition, has about \$300,000 of productive funds and \$200,000 non-productive.

Thus, well organized, respectably equipped and endowed, with the confidence of the public and a reputation for scholarship secured, with a largely increasing circle of friends, and a faculty whose character is best portrayed by this record of results achieved, **Bates College may be said to have passed the difficulties encountered at its birth and to have fairly started on its career of service for education and religion, humanity and native land.**

Chapter VII.

THE UNIVERSITY OF MAINE.¹

By President M. C. FERNALD, Ph. D.

ORIGIN.

In common with most other colleges of its class in the United States, the Maine State College of Agriculture and the Mechanic Arts had its origin in the well-known act of Congress providing for the establishment of the land-grant colleges, approved by President Lincoln July 2, 1862. The first session of the legislature of Maine after the passage of the act was in the winter of 1862-63. The late Hon. Abner Coburn, whose name is so intimately and beneficently associated with the entire history of this college, was governor of the State. In his opening message to the legislature he called attention to the act with characteristic brevity, as follows: "There can be no doubt, I think, that vast benefit will flow from this act, and I have no hesitation in urging upon you the prompt acceptance of its terms and conditions." Now that the subject was before the legislature, the question of acceptance was the first to confront its members. It was a new problem. The average legislator approached it warily. The State board of agriculture favored acceptance. The gift tendered the State was prospectively valuable, and must not be lost by default. The legislature voted to accept the grant. This was an important step, because such acceptance pledged the State to the support of at least one college to "promote the liberal and practical education of the industrial classes." A resolution was passed providing for the appointment of thirteen "regents" to devise measures for carrying out the purposes of the land-grant act, and a joint convention of the two branches of the legislature assembled to appoint the regents. The convention appointed a committee of one from each county to designate suitable

¹In the sketch of the early conditions of the college, prior to the admission of students, the writer has drawn freely, by permission, from an historical address given by Hon. Lyndon Oak, June 26, 1888, on the occasion of the dedication of Coburn Hall. In the latter part of this sketch he has drawn freely from an article published by himself in the *New England Magazine* for April-May, 1887.

Interpreted by the callings selected, the alumni may claim to have been drawn to positions of usefulness rather than to those promising renown. More than 40 per cent have become teachers, and not a few teachers of a superior order. Accustomed to teach while in college, on leaving it many of them find that their experience and attainments can at once be turned to a good account for a while, at least, in this line of work. Thus it has come about that more city high schools in New England are now taught by graduates of Bates than by those of any other college. Three of the alumni are teachers in Boston, 1 in the Institute of Technology, 8 in Washington, 1 at Harvard, 9 in other colleges. One is president of Bates, 1 is president of a State university, 1 is a professor in a theological school, 15 are professors in colleges, and others are found scattered through the schools of 21 States of the Union. One hundred and ninety-four have become teachers.

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persons for the regency, and adjourned to meet on the following day. It met in pursuance of the adjournment, but failed to accomplish the purpose of the meeting.

At the opening of the legislative session of 1864, Governor Cony gave his views upon the scope and importance of the new educational scheme, as follows:

While among the sciences to be taught it is declared that the leading object is to teach those relating to agriculture and the mechanic arts, the language of the act making the grant, declaring specifically that it is not its purpose to exclude other sciences, is pregnant with the conclusion that the design was to establish institutions of learning of the highest order, for its scope is as comprehensive as its whole design is liberal.

The legislature of 1864, like its predecessor, refrained from an exhibition of unseemly haste to grapple with the problems connected with the new college. A resolve was approved March 24, near the close of the session, authorizing the governor to dispose of the land scrip granted by the National Government for the establishment of the college. It also passed a resolve, approved March 25, authorizing the governor and council to appoint three commissioners, whose duty it should be to memorialize Congress for an extension of the time during which the college might be established; also to receive donations and benefactions in aid of said college; also to receive proposals for the location thereof; also to confer with States engaged in the same enterprise, and report thereon to the next legislature. The commissioners appointed by virtue of this resolve were William G. Crosby, Joseph Eaton, and Samuel F. Perley. They prepared a voluminous report, which was dated December 19, 1864. It came before the legislature early in the session of 1865, and was referred to the joint special committee on agriculture. It afforded the occasion for earnest and protracted discussion. The question of absorbing interest was, Shall the institution be connected with an existing institution, or shall it be independent? It must have a habitation and a name. The name would come easily enough, but, if established on an independent basis, how could the funds required to construct the necessary buildings be obtained? The land-grant act forbade the use of any portion of the funds derived from the sale of lands, or the interest thereon, directly or indirectly, for the purchase, erection, preservation, or repair of any building or buildings. It was assumed that, in consideration of the extraordinary drafts upon the State treasury, necessitated by the war then in progress, aid from the State must not be expected or even asked. There was no reckless haste to tender the necessary funds by individuals. In view of these adverse conditions, many of the friends of the college naturally looked to existing colleges for the solution of this difficult problem.

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tions to avail themselves of the benefit of the grant." Governor Cony had said in 1864: "Without the slightest preference as to what institution shall be selected with which to connect the agricultural college, my convictions are very decided that it is expedient to adopt some one of them."

In 1865 the commissioners referred to above came to the front with the recommendation to connect the new institution with Bowdoin College. On the other hand, the State board of agriculture, an organization of great influence, arrayed itself strongly in opposition to connection with any existing institution. This body had resolved in 1863 "that the college indicated by the act of Congress is essentially unlike existing colleges in the State," and "that it should not be incorporated with any of the existing institutions of the State." The board maintained this position without wavering through all the discussions that followed, and was supported by the leading agriculturists of the State. Its most powerful ally, however, was the *Maine Farmer*, which had a large circulation, and was edited by the veteran, Dr. Ezekiel Holmes, who bore a conspicuous part in the discussions that followed before the joint special committee on agriculture, and, through the paper of which he was editor, before the public.

PROPOSITIONS OF WATERVILLE COLLEGE AND OF BOWDOIN COLLEGE.

During the legislative session of 1863 a proposition was submitted by Waterville College to the effect that the national donation of lands should be transferred to that institution, which, in consideration of the transfer, was ready to stipulate that two additional professorships should be established, and a specified number of students should be instructed in applied chemistry, civil engineering, and other branches of learning more or less closely connected with agriculture, without charge for tuition. This proposition did not meet with favor. When the question whether to unite the new college with one of the existing institutions of the State or maintain it on an independent basis was under consideration by the legislative committee in 1865, Waterville College appeared before the committee in the person of its able president, Dr. Champlin, with a second plan, of which a brief abstract is given. This plan or proposition contemplated the organizing of an educational circuit, to carry out the purposes of which three professorships were to be established—at Bowdoin a professorship of chemistry applied to agriculture and the arts, at Waterville a professorship of engineering or of mathematics applied to the mechanic and other practical arts, and at Bates a professorship of agricultural zoology and veterinary science, including the anatomy, physiology, and pathology of animals. The funds realized by the sale of the lands were to be held by the State, and 25 per cent of the income was to be devoted to the support of each professorship. The remain-

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ing 25 per cent was to be expended partly to pay cost of experiments and partly to pay for lectures, to be given alternately at the three colleges.

Bowdoin's plan was presented by its learned and venerable president, Dr. Leonard Woods. Briefly stated, it proposed that the lands granted by the National Government should be transferred and assigned in trust to Bowdoin College; that the college should establish an institution separate and distinct from all others; that it should put the institution in operation within the time limited by the act of Congress, and should perform, without expense to the State, all the obligations assumed by it in accepting said grant. It was to supply all necessary instruction, provide the necessary philosophical and chemical apparatus, cabinets of specimens in geology, botany, mineralogy, and comparative anatomy, and to allow the students the use of the apparatus and collections already belonging to the college, and under certain conditions the use of the public libraries of the college. It proposed to provide a building equal in style and similar in plan to that of the Maine Medical College, land for an experimental farm and botanical gardens, a gymnasium, and a campus for military drill.

DECISION IN FAVOR OF AN INDEPENDENT INSTITUTION.

In view of the dubious prospects of obtaining funds for the construction of buildings, and for other purposes, should the college be established on an independent basis, the propositions of the two institutions received full consideration by the committee. The plan of uniting the new college with any other was opposed by many on the ground that the main purpose of the land-grant act, "to promote the liberal and practical education of the industrial classes," would thus be largely defeated. The friends of an independent establishment of the college were ably represented before the committee. The sentiment of the board of agriculture, as before stated, had been decidedly averse to a connection with any existing institution from first to last, and this sentiment had great weight in the final decision. Conspicuous among those who favored an independent institution were the able secretary of the board of agriculture, Hon. S. L. Goodale, Hon. Phineas Barnes, and Dr. Ezekiel Holmes. Dr. Holmes maintained with great earnestness that in order to fill in any reasonable degree the measure of usefulness of which it was capable the institution must be absolutely unhampered by any connection with any existing institution—"a tub on its own bottom." In one of his speeches before the committee he exclaimed that "the farmers of Maine, after having desired this thing so long, and hoped for it so long, and prayed for it so long, and waited for it so long, were not now going to sell their birthright for a mess of pottage." At the close of the last of the several hearings, the committee voted to report in favor of establishing an inde-

pendent institution. A bill for its organization had been carefully and ably prepared by Hon. Phineas Barnes, of Portland, which was also reported. When the report of the committee reached the legislature a recess of half an hour was taken by both branches to enable each county delegation to select a suitable person to represent its county in the board of trustees. The persons selected were Samuel F. Perley, N. T. Hill, Bradford Cummings, Thomas S. Lang, Dennis Moore, William D. Dana, S. L. Goodale, Robert Martin, Alfred S. Perkins, Joseph Farwell, Seward Dill, Joseph Day, Ebenezer Knowlton, Hannibal Hamlin, Charles A. Everett, and William Wirt Virgin. These names were inserted in the first section of the organic act, and the bill passed both branches in due course and received the approval of Governor Cony. The first meeting of the trustees was held at the statehouse in Augusta on the 25th of April, 1865, and the board was organized by the choice of S. L. Goodale, clerk; Hannibal Hamlin, president of the board, and Phineas Barnes, treasurer.

LOCATION.

The trustees entered upon the discharge of their duties under conditions of the most discouraging character. The State had placed no funds at their disposal for the construction of buildings and other necessary purposes.

They made an earnest appeal to the public for contributions, but the public did not respond. They had another problem of great difficulty and delicacy to deal with, that of location. With reference to this they examined lands at Togus and Topsham, the Taylor farm at Fairfield, the Nourse farm at Orrington, and the White and Frost farms at Orono. The western members had a very decided preference for Topsham. At a meeting of the board held at Augusta, September 14, 1865, a motion to locate the college at Topsham was lost by a vote of 6 to 5. At a meeting at Augusta, January 25, 1866, the board voted to locate at Orono, the vote standing 8 in favor and 7 in opposition. The site selected has proven advantageous in location and attractive in surroundings. The farm on which the college is situated borders on the Stillwater River, a branch of the Penobscot, 1 mile from the pleasant village of Orono and 9 miles from the thriving city of Bangor. It embraces 376 acres of land, affording a variety of soil for experimental purposes. This farm—originally consisting of two farms, now united into one—costing \$11,000, was given to the State by the towns of Orono and Oldtown.

REDUCTION IN THE MEMBERSHIP OF THE BOARD OF TRUSTEES.

The divided sentiment among the members of the board of trustees relative to the location of the college served as a disintegrating force

EDUCATION IN MAINE.

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ology, and comparative anatomy, to allow the students the use of the apparatus and collections already belonging to the college, and under certain conditions the use of the public libraries of the college. It proposed to provide a building equal in style and similar in plan to that of the Maine Medical College, land for an experimental farm and botanical gardens, a gymnasium, and a campus for military drill.

DECISION IN FAVOR OF AN INDEPENDENT INSTITUTION.

In view of the dubious prospects of obtaining funds for the construction of buildings, and for other purposes, should the college be established on an independent basis, the propositions of the two institutions received full consideration by the committee. **The plan of uniting the new college with any other was opposed by many on the ground that the main purpose of the land-grant act, "to promote the liberal and practical education of the industrial classes," would thus be largely defeated.** The friends of an independent establishment of the college were ably represented before the committee. The sentiment of the board of agriculture, as before stated, had been decidedly averse to a connection with any existing institution from first to last, and this sentiment had great weight in the final decision. **Conspicuous among those who favored an independent institution were the able secretary of the board of agriculture, Hon. S. L. Goodale, Hon. Phineas Barnes, and Dr. Ezekiel Holmes.** Dr. Holmes maintained with great earnestness that in order to fill in any reasonable degree the measure of usefulness of which it was capable the institution must be absolutely unhampered by any connection with any existing institution—"a tub on its own bottom." In one of his speeches before the committee he exclaimed that "the farmers of Maine, after having desired this thing so long, and hoped for it so long, and prayed for it so long, and waited for it so long, were not now going to sell their birthright for a mess of pottage." At the close of the last of the several hearings, the committee voted to report in favor of establishing an inde-

pendent institution. A bill for its organization had been carefully and ably prepared by Hon. Phineas Barnes, of Portland, which was also reported. When the report of the committee reached the legislature a recess of half an hour was taken by both branches to enable each county delegation to select a suitable person to represent its county in the board of trustees. The persons selected were Samuel F. Perley, N. T. Hill, Bradford Cummings, Thomas S. Lang, Dennis Moore, William D. Dana, S. L. Goodale, Robert Martin, Alfred S. Perkins, Joseph Farwell, Seward Dill, Joseph Day, Ebenezer Knowlton, Hannibal Hamlin, Charles A. Everett, and William Wirt Virgin. These names were inserted in the first section of the organic act, and the bill passed both branches in due course and received the approval of Governor Cony. The first meeting of the trustees was held at the statehouse in Augusta on the 25th of April, 1865, and the board was organized by the choice of S. L. Goodale, clerk; Hannibal Hamlin, president of the board, and Phineas Barnes, treasurer.

LOCATION.

The trustees entered upon the discharge of their duties under conditions of the most discouraging character. The State had placed no funds at their disposal for the construction of buildings and other necessary purposes.

They made an earnest appeal to the public for contributions, but the public did not respond. They had another problem of great difficulty and delicacy to deal with, that of location. With reference to this they examined lands at Togus and Topsham, the Taylor farm at Fairfield, the Nourse farm at Orrington, and the White and Frost farms at Orono. The western members had a very decided preference for Topsham. At a meeting of the board held at Augusta, September 14, 1865, a motion to locate the college at Topsham was lost by a vote of 6 to 5. At a meeting at Augusta, January 25, 1866, the board voted to locate at Orono, the vote standing 8 in favor and 7 in opposition. The site selected has proven advantageous in location and attractive in surroundings. The farm on which the college is situated borders on the Stillwater River, a branch of the Penobscot, 1 mile from the pleasant village of Orono and 9 miles from the thriving city of Bangor. It embraces 376 acres of land, affording a variety of soil for experimental purposes. This farm—originally consisting of two farms, now united into one—costing \$11,000, was given to the State by the towns of Orono and Oldtown.

REDUCTION IN THE MEMBERSHIP OF THE BOARD OF TRUSTEES.

The divided sentiment among the members of the board of trustees relative to the location of the college served as a disintegrating force

EDUCATION IN MAINE.

at a meeting held at Augusta, January 29, 1867, the resolution was signed by all the members present, 10 in

number. The trustees of the State College of Agriculture and the Mechanic represent that, in their opinion, the number of the members of the board should be less than it now is, and ask that the number be reduced to not more than 7. They would suggest that the new board of trustees be appointed by the governor and council, and with regard to fitness of the members. They also indicate their readiness to retire from the position for the purpose above indicated.

The petition was promptly responded to by the legislature, and a resolution embodying its requests was passed. The original board of trustees, having retired, a new board was appointed, consisting of Rev. S. F. Dike, Hon. Abner Coburn, Hon. Lyndon Oak, Hon. Isaiah Stetson, Hon. William P. Wingate, Hon. George P. Sewall, and Hon. Nathaniel Wilson. Its organization was effected at Bangor, April 24, 1867, by the choice of Abner Coburn, president, S. L. Goodale, clerk, and Isaiah Stetson, treasurer.

EARLY CONDITIONS.

The new board of trustees entered upon its duties under numerous and serious disadvantages: A majority of its members had given the new educational scheme but little thought or study; when they came together the first time they came as entire strangers to one another **in relation to the matter in hand; there was but little in the experience of the past to guide them; the results sought were far different from those attained by existing institutions, and could be reached only by methods differing from theirs; there were no models for imitation: institutions in other States having a common origin were also groping in the dark.**

On the other hand, there were favoring circumstances: The difficult and vexatious question of location had been settled; the board of trustees had been reduced to a small and compact body; the theory that the money needed for the construction of buildings and for ordinary current expenses could be raised by subscription had been exploded, and the State had placed \$20,000 at the disposal of the new board. The trustees made their first visit to the site of the institution May 16, 1867, where they found two sets of farm buildings much out of repair. These were repaired and made useful—one for the first professor, the other as a temporary residence for the farm superintendent. It was also decided to construct a wooden building whose roof should cover 18 rooms of suitable size and finish for students. Wingate Hall, with its spacious rooms, was constructed in pursuance of this decision, and although not completed until the following year, it was ready for occupancy as soon as needed. During the year 1867 there was frequent discussion in the board upon the policy that should be pursued

in the construction of buildings as they should be needed, one after another. There was a sentiment, more or less prevalent, that inexpensive wooden buildings should be provided at first, to be followed by more substantial structures later, when the college could better afford the expense. The policy determined on, however, was to construct thoroughly and of durable material so far as the work of construction should be carried. This policy has been pursued in the construction of the principal buildings on the college campus.

OPENING OF THE COLLEGE TO STUDENTS—EARLY HISTORY.

The first class, numbering 12 students, was admitted September 14, 1868. Samuel Johnson, A. M., had been chosen farm superintendent and instructor in agriculture, and Merritt C. Fernald, A. M., professor of mathematics. With this small force of faculty and pupils the college entered upon the first term of its organized existence, Mr. Johnson attending to the duties of the farm and to instruction in farm processes, and Professor Fernald to the duties of the class room. In the service of instruction one of the memorable events of the first year was a course of lectures on physiology by the late Dr. Calvin Cutter, of Massachusetts. At the beginning of the second year Stephen F. Peckham, A. M., of Rhode Island, was added to the faculty in the capacity of professor of chemistry. A little later Mr. John Swift, a graduate of the Agricultural College of Michigan, became instructor in botany and horticulture. In the formative period of the college, before the several departments were filled with permanent officers, lecturers were called in, as occasion arose, to give instruction on special topics. Additions were thus frequently made to the force of instruction, so that by the close of the year 1870 no less than 11 different individuals were connected in one capacity or another with the faculty, as shown by the catalogue issued with the college report for that year. The catalogue bears date January, 1871. From it the following list of instructors is copied:

FACULTY.

Merritt C. Fernald, A. M., acting president, professor of mathematics and physics.
 Samuel Johnson, A. M., farm superintendent and instructor in agriculture.
 Stephen F. Peckham, A. M., professor of chemistry.
 John Swift, B. S., instructor in botany and horticulture.
 Mrs. Mary L. Fernald, instructor in French and German.
 Calvin Cutter, M. D., lecturer on anatomy, physiology, and hygiene.
 Corydon B. Lakin, instructor in bookkeeping and commercial forms.
 X. A. Willard, A. M., lecturer on dairy farming.
 A. S. Peckard, M. D., lecturer on useful and injurious insects.
 James J. H. Gregory, A. M., lecturer on market farming and gardening.
 Prof. E. S. Morse, lecturer on comparative anatomy and zoology.

Military instruction (required by the endowment act) had been given by Capt. Henry E. Sellers, of Bangor.

Hitherto the college could not be regarded as resting on a secure basis, inasmuch as the title to the college grounds and the buildings upon them had been in controversy. The deed conveying to the State the farms presented by the towns of Orono and Oldtown as a site for the college contained a reversion clause by which, under certain conditions, the property might be lost to the State. This clause was not satisfactory to the legislature, and early in 1869, in granting an appropriation of \$28,000 to the college, the vote was accompanied by a provision that the reversion clause should be so changed that the title to the property should be valid in the State. The required change was not made in 1869; the money appropriated could not be drawn, but reverted to the State treasury. Early in 1870 the sum of \$28,000 was appropriated by the legislature, with \$22,000 additional, making the total appropriation \$50,000, but conditioned upon the same change of deed as was required the previous year. Before the close of 1870 the necessary change of title had been effected, the money had been drawn, and the work of construction of needed buildings was rapidly going forward. By the end of the third college year (i. e., August, 1871) the chemical laboratory had been completed, the large dormitory, Oak Hall, had been constructed, and the boarding house, with its commodious dining hall, was ready for the reception of students.

The three years from 1868 to 1871 constituted the most trying period in the history of this institution. At their close questions of title and of the permanency of the institution, which had been so embarrassing to trustees and faculty, were now, happily, questions of the past. A new and more auspicious era seemed to be dawning upon the struggling college.

CHANGES IN THE FACULTY.

At this point in the history of the college Mr. Fernald, who, chosen to a professorship, had served also as acting president during the three years under notice, requested relief from the executive duties. This relief was granted and a reorganization of the faculty effected, so that at the beginning of the next college year it was constituted as shown below:

Rev. Charles F. Allen, D. D., president, professor of English literature and mental and moral science.

Merritt C. Fernald, A. M., professor of mathematics and physics

Robert L. Packard, A. M., professor of chemistry, French, and German

William A. Pike, C. E., professor of civil engineering.

Charles H. Fernald, A. M., professor of natural history.

Joseph R. Farrington, farm superintendent

X. A. Willard, A. M., lecturer on dairy farming

James J. H. Gregory, A. M., lecturer on market farming and gardening.

Capt. James Deane, military instructor.

John Perley, instructor in bookkeeping and commercial forms.

The settled condition of the affairs of the college was followed by a considerable increase in the number of students, the highest figures in this regard during the first ten years being attained in 1874-75, when the number catalogued was 121. Rev. Dr. Allen brought to his work in the college generous culture of mind and heart and an earnest purpose to strengthen and elevate all its departments. His presidency, extending from August, 1871, to the close of the year 1878, was one of general prosperity to the college. In March, 1879, Professor Fernald was chosen as successor to Dr. Allen, and has held the position to which he was then elected since that date. From the beginning of President Allen's administration, in 1871, to the present time the changes in the faculty have been gradual, and yet this period of twenty-one years has sufficed to furnish new men at the head of every department of the college, as shown by comparing the composition of the faculty in 1871 with that at the present date [1892], as follows:

Merritt C. Fernald, A. M., Ph. D., president, professor of mental and moral science.

George H. Hamlin, C. E., professor of civil engineering.

Alfred B. Aubert, M. S., professor of chemistry.

Allen E. Rogers, A. M., professor of history, logic, and civics.

Walter Balentine, M. S., professor of agriculture.

Walter Flint, M. E., professor of mechanical engineering.

Francis L. Harvey, M. S., Ph. D., professor of natural history.

James N. Hart, C. E., professor of mathematics and astronomy.

Howard S. Webb, B. M. E., instructor in shopwork, secretary and registrar.

Fred P. Briggs, B. S., assistant in natural history.

Nathan C. Grover, B. C. E., assistant in civil engineering.

Harriet Converse Fernald, M. S., librarian.

Welton M. Munson, M. S., professor of horticulture and landscape gardening.

Horace M. Estabrooke, M. S., A. M., professor of rhetoric and modern languages.

James S. Stevens, M. S., Ph. D., professor of physics.

Mark L. Hersey, A. M., lieutenant, Ninth U. S. Infantry, professor of military science and tactics.

Gilbert M. Gowell, instructor in practical agriculture.

David Wilder Colby, B. S., assistant in chemistry.

David W. Trine, B. S., assistant in horticulture.

FIDELITY AND PERMANENCY OF TRUSTEES.

The college has been fortunate in the fidelity and permanency of its trustees, if the latter term may be applied to a body of men subject to change by annual appointment as terms of office expire. By way of illustration, the following examples are cited: Hon. Abner Coburn, of Skowhegan, was president of the board for twelve years, from 1867 to 1879. Hon. William P. Wingate, of Bangor, who for several years was president of the board, served the college faithfully as a trustee from 1867 to 1884, when he was precluded from reappointment by a statute limitation of age. Hon. Lyndon Oak, of Garland,

EDUCATION IN MAINE.

of the board continuously from 1867 to 1889, serving the last years of the period as its president. From his thorough acquaintance with the entire history of the college, and his sound and practical judgment, his services were invaluable.

It has been stated that the original board consisted of sixteen members, one for each county in the State, and that as early as 1867 they signed to give place to a smaller board, consisting of seven members, appointed by the governor. In 1869 the secretary of the board of agriculture became by law a member, ex officio, of the board of trustees, and in 1883 the alumni were authorized by law to name one member for appointment on the board. The portion of the law relating to the secretary of the board of agriculture was repealed in 1889. At the present time, therefore, the board consists of eight members—seven appointed each for a term of seven years and one named for appointment by the alumni, the term of whose office is three years.

COURSES OF STUDY.

The regular courses are five in number, viz: Agriculture, civil engineering, mechanical engineering, chemistry, and science and literature, each requiring four years for its completion. The courses in agriculture, chemistry, and science and literature lead to the degree of bachelor of science, the course in civil engineering to the degree of bachelor of civil engineering, and the course in mechanical engineering to the degree of bachelor of mechanical engineering. **Three years after graduation, on proof of professional work or study and on presentation of a satisfactory thesis, the second or higher degree can be obtained.**

An outline of the several courses of study, with explanatory notes, is herewith submitted.

COURSE IN AGRICULTURE.

FIRST YEAR.

First term.—Physiology; rhetoric (4); reading and analysis of authors (1); solid geometry (12 w.); algebra (4 w.); physical culture; lectures, agriculture and horticulture. P. M.: Free-hand drawing (2); dissecting (1); general history (1).

Second term.—Botany; French; algebra (6 w.); trigonometry (14 w.); physical culture; lectures, agriculture and horticulture. P. M.: Mechanical drawing (F. of T.); botanical laboratory work (L. of T.) (2); history (L. of T.) (1); analysis of authors (L. of T.) (1).

SECOND YEAR.

First term.—Botany (cryptogamic); general chemistry; French (2); German (3); physics. P. M.: Laboratory; laboratory physics (2); laboratory botany (2); experimental chemistry (1).

Second term.—Qualitative chemistry; physics; French (3); German (2). P. M.: Laboratory physics (2); analytical chemistry (3).



CAMPUS FROM PRESIDENT'S HOUSE UNIVERSITY OF MAINE.

THIRD YEAR.

First term.—German (2); horticulture (3); agricultural chemistry; invertebrate zoology; English and American literature. P. M.: Horticulture (2); analytical chemistry (3).

Second term.—German (2); horticulture (F. of T.) (3); landscape gardening (L. of T.) (3); logic; entomology (F. of T.); descriptive astronomy (L. of T.); agricultural engineering. P. M.: Zoology and entomology (2); horticulture (1); analytical chemistry (2).

FOURTH YEAR.

First term.—Stock feeding and dairying; comparative anatomy; psychology; political economy and international law. P. M.: Comparative anatomy (2); horticulture and farm experiments (2); literary work (1).

Second term.—Stock breeding and veterinary science; mineralogy and geology; United States Constitution and business law; psychology. P. M.: Thesis and laboratory work.

EXPLANATORY STATEMENTS.

In the framing of this course the design has been to fit young men to follow agriculture as a profession with success, never losing sight of the fact that education, in the truest sense, is the end to be attained.

The curriculum of studies is largely scientific and technical, not omitting, however, those branches that pertain to social and civil relations, and that serve to lay a broad foundation for a liberal and generous culture.

The instruction in agriculture is given mainly by lectures, and embraces subjects of great practical importance to the farmer, which are briefly explained under the following heads:

Agricultural engineering.—Agricultural engineering includes land surveying, the construction of roads, drainage of land, irrigation, water supply for stock and household, farm implements and machinery, methods of cultivation, and the handling of different farm crops.

Agricultural chemistry.—Under agricultural chemistry the following topics are taken up: Origin, formation, and composition of soils; classification of soils and their physical characteristics; chemical composition of plants; sources of plant food; farm manures, their composition, preservation, and application; commercial fertilizers, their origin, composition, preparation, and use; fermentation and decay; the relations of the soils to heat and moisture; the mechanical conditions best adapted to plant growth and the objects to be gained by cultivation.

Stock feeding.—The subject of stock feeding treats of animal nutrition; foods and feeders, their composition, digestibility, and comparative values; the calculation of rations for the various classes of farm animals and for various purposes, as for growth, fattening, milk production, and work.

Dairying.—Dairying includes the study of milk secretion, the chemical and physical properties of milk, rennet action, milk analysis, and milk testing, and practical lessons in butter and cheese making.

Botany.—Botany is taught by text-books, explanatory lectures, and practical laboratory work. The subject embraces general and cryptogamic botany.

General botany considers the structure and uses of the organs of plants; the relation of the plant to the soil and atmosphere; the description, classification, and naming of plants; preparation of plants for the herbarium; the relationship of the more important agricultural plants, and a special study of forage plants. Besides the regular recitations the students have thirty hours of laboratory practice, describing, drawing, and classifying plants, and each prepares a collection of fifty species.

EDUCATION IN MAINE.

ny embraces a detailed study of about thirty type forms of the nonflowering plants. Their life history is traced in detail by microscopes and accurate drawings of them made. Special attention is given to useful and injurious forms. Such injurious forms as mold, black molds, fish molds, mildews, wheat smut, corn rot, black knot, etc., are especially studied and known remedial measures and spraying apparatus receive attention. Students collect specimens and prepare them for the herbarium.

During the first term of the junior year instruction is given in vegetable and fruit growing. Lectures are given concerning the general management of greenhouses, hotbeds, and other forcing apparatus for the garden; the general principles of planting and culture of the leading vegetables in the field and under glass; methods of grafting, budding, etc.; the culture of orchard fruits and

and in the college gardens and in the home gardens. Special attention is given to the second term special attention is given to the study of agriculture. Lectures are given concerning the general principles of the propagation of plants as affected by soil, climate, and the principles of crossing and hybridizing; and the principles of selection. Students spend one afternoon each week in the laboratory or in the greenhouse. *Landscape gardening.*—The object of this course is to convey definite ideas concerning the ornamental arrangement of public parks and pleasure grounds; and to encourage a taste for artistic surroundings. The course includes a discussion of the general principles of landscape gardening as an art. A special stress is laid on the practical applications of these principles. Lectures are given on the relative positions of buildings, the arrangement and construction of walks and drives, the formation and care of lawns, the selection and planting of ornamental trees and shrubs with directions for pruning and general care, the improvement of school yards and rural cemeteries.

Zoology.—The branches studied that pertain to animal life are: Human physiology, general invertebrate zoology, comparative vertebrate zoology, entomology, stock breeding, and veterinary science.

Human physiology occupies one full term. In addition to the use of a textbook, explanatory lectures, the examination of a skeleton, a manikin, models of the larynx, ear, eye, and brain, and dissections of lower animals contribute to a practical knowledge of the anatomy and functions of the human body. Special attention is given to hygiene and pathology. Two hours a week are devoted to laboratory work. This includes an examination of models and dissecting.

General invertebrate zoology embraces a detailed study of type forms of all the branches of invertebrates. Packard's Zoology is used as a guide. Martin and Huxley's, Brooks's, Colton's, and Osborne's laboratory manuals are followed in laboratory practice so far as they apply. Students daily use the compound microscope to examine minute forms and tissues. Fresh, dried, and alcoholic materials, charts, models, and a good working library of reference books, contribute to a practical knowledge. Students make dissections, careful drawings, and classify the forms studied. Besides a full term in recitations, students do forty hours laboratory work.

Comparative vertebrate zoology embraces a comparative study of type forms of vertebrate animals. The methods and facilities for work are the same as in invertebrate zoology. The college is provided with a set of Anzoux's models and a good working collection of type forms. One hundred and forty-four hours in

recitation and laboratory work are devoted to the subject. Special attention is given to the zoology of the domestic animals.

Entomology embraces a study of the anatomy, physiology, classification, and economic importance of insects. Packard's *Entomology for beginners* is used as a guide. This work is preceded by a careful study of the arthropoda. Special attention is given to injurious and beneficial insects. Insecticides and approved methods of destroying insects are considered. About one hundred hours in recitations and laboratory work are devoted to this subject.

Stock breeding and veterinary science.—Stock breeding is taken up under such divisions as heredity, atavism, fecundity, in-and-in breeding, cross-breeding; and, connected with the teaching of this subject, studies are made of the various breeds of animals represented on the college farm and instruction given in the scaling of animals. The course of veterinary instruction includes the presentation of the principles of the science with the practical information necessary to enable the student to recognize and treat the more common diseases of our domestic animals, and to meet intelligently emergencies which frequently arise among live stock requiring the aid of the veterinarian.

Mineralogy embraces a careful study of the physical and chemical properties and blow-pipe tests of about thirty species of the more common minerals that are useful in the arts and sciences. Special attention is given to building materials and to the minerals that enter into the composition of soils or are applied to soils as fertilizers. Attention is given to the principles of classification and naming of minerals and the arrangement of cabinets.

Geology embraces a study of the forces that are and have been at work modifying the features of the earth, a consideration of the records these forces have left in the crust of the earth, and a history of the earth, or a succession of the events that have occurred through the agency of chemical, physical, and vital forces. The subject is illustrated by many mineral, rock, and fossil specimens, and by charts, maps, and diagrams.

Special attention is given to the origin and formation of soils, to the method of conducting geological surveys, and to the geology of Maine. Excursions are made so far as practicable for the purpose of study in geology and natural history.

Throughout the course the endeavor is made to inculcate established principles in agricultural science, and to illustrate and enforce them to the full extent admitted by the appliances of the laboratory and the farm. So far as possible, students are associated with whatever experimental work is carried on, that they may be better fitted to continue such work in after life.

Those who complete this course receive instruction also in mathematics, French, German, English literature, logic, United States Constitution, political economy, and mental and moral philosophy, business law and international law, and on presenting satisfactory theses upon some agricultural topic are entitled to the degree of bachelor of science.

SHORT COURSES IN AGRICULTURE.

In addition to the full course in agriculture requiring four years for its completion, short courses in agriculture are arranged to meet the wants of young men who desire to extend their knowledge in their chosen vocation, but who can devote only a limited amount of time to preparation or study.

In order to adapt them to varying conditions of earlier acquirement and of time that can be given to special study, two courses are offered, one extending over a period of two college years and the other over a single year of thirty-six weeks. Both are designed to be intensely practical. While the former affords the wider range of study and practice, the latter in its narrower range offers also a plan of systematic study of prominent and important agricultural subjects.

EDUCATION IN MAINE.

Outline of course of two years in agriculture.

FIRST YEAR.

First term.—Structural and physiological botany; general chemistry; farm accounts and rural and business law; plane geometry, or agricultural physics.

Second term.—Plant analysis and horticulture; agricultural chemistry; drainage and road construction; plane trigonometry and surveying, or entomology.

SECOND YEAR.

First term.—Horticulture; agricultural chemistry; animal anatomy and physiology; political economy.

Second term.—Stock feeding and dairying; stock breeding and veterinary science; civil government; geology and meteorology.

Outline of course of one year in agriculture.

First term.—Botany and horticulture; general and agricultural chemistry; animal anatomy and physiology; farm accounts and rural and business law.

Second term.—Plant analysis and horticulture; agricultural chemistry; stock feeding and dairying; stock breeding and veterinary science.

REQUIREMENTS, CERTIFICATES.

Students in these short courses should be at least 16 years of age and have a good common-school education. While no formal entrance examination is required, the professor in charge will judge himself of the fitness of candidates to pursue the course selected with success. Young men considerably older than the minimum age named, and who have a practical knowledge of farming, will find one of these short courses especially valuable.

Certificates will be given those completing either of the courses successfully and passing a satisfactory examination. Certificates will also be given on completion of the practical course in dairying, for which arrangements have also been made.

COURSE IN CIVIL ENGINEERING.

FIRST YEAR.

First term.—Solid geometry (12 w.); algebra (4 w.); rhetoric (4); reading and analysis of authors (1); physiology; physical culture; lectures, agriculture and horticulture. P. M.: Free-hand drawing (2); dissecting (1); general history (1).

Second term.—Algebra (6 w.); trigonometry (14 w.); botany; French; physical culture; lectures, agriculture and horticulture. P. M.: Mechanical drawing (F. of T.); laboratory botany (L. of T.) (2); history (L. of T.) (1); analysis of authors (L. of T.) (1).

SECOND YEAR.

First term.—Descriptive geometry; general chemistry; French (2); German (3); physics. P. M.: Laboratory physics (2); mechanical drawing (3).

Second term.—Analytical geometry, descriptive geometry (F. of T.); surveying (L. of T.); physics; French (3); German (2). P. M.: Laboratory physics (2); analytical chemistry (F. of T.) (3); field work in surveying (L. of T.) (3).

THIRD YEAR.

First term.—Calculus (3); German (2); Field book and railroad surveying. P. M.: Field work and drawing, or field work and drawing (3); laboratory physics (2).

Second term.—Calculus (F. of T.); descriptive astronomy (L. of T.); mechanics of engineering (F. of T.); graphic statics (L. of T.); German (2); logic. P. M.: Isometric and cabinet projection, or laboratory physics (2); isometric and cabinet projection (3).

FOURTH YEAR.

First term.—Civil engineering; stereotomy (F. of T.); sanitary engineering (L. of T.); practical astronomy; political economy and international law. P. M.: Higher surveying.

Second term.—Civil engineering; designing; United States Constitution and business law; geology and mineralogy. P. M.: Designing and thesis work.

EXPLANATORY STATEMENTS.

The object of this course is to give the student a thorough knowledge of higher mathematics, mechanics, astronomy, and drawing, and at the same time a thorough drill in the use and care of the ordinary engineering instruments and in the application of mathematical principles and rules, so that the graduate can at once apply himself to engineering work and be fitted, after a limited amount of experience in the field, to fill positions of importance and trust. The course also affords the education required to prepare the graduate for a responsible position among men as well as among engineers.

The work is identical with that of the other courses during the first year. During the fall term of the sophomore year students in this course work six hours each week on mechanical drawing and four hours in the physical laboratory. In the first part of the last term of this year the afternoons are given to physical and chemical laboratory practice, each student devoting ten hours per week to the laboratories. During the last part of this term the subject of land surveying is taken up, four hours each week being devoted to recitation work and three afternoons or one whole day each week being given to practical surveying in the field, where the student becomes familiar with the use and proper care of the instruments and puts into practice the problems of the text-book so far as is possible in actual surveys.

During the first term of the junior year the subject of railroad surveying is taken up by means of lectures and recitations. From these the student obtains a knowledge of the theory of railroad curves, switches, turn-outs, slope-stakes, the calculation of earthwork, leveling, resistance to trains offered by grades and curves, and the construction of country roads, streets, and pavements. The methods of the class room, so far as possible, are applied in the field by the execution of the preliminary and final surveys of a railroad from the college buildings to some point on the Maine Central Railroad, together with the necessary drawings, calculations of earthwork, and estimate of the cost of building and equipping.

The subject of applied mechanics is taken up the last term of this year. In this the students receive a thorough training in the principles underlying construction, illustrated as far as possible by practical examples, in which these principles are applied. During this term each student in the class works two hours each day in the drawing room, where isometric, cabinet, and perspective projection is taken up by means of lectures and problems drawn by the students.

During the first term of the senior year an extended topographical survey, with the plane table and stadia measurements, is made, based upon a previous trigonometrical determination of the principal points. During this term the students are also taught the use of the current meter, and apply their knowledge in the actual measurement of the volume of the Stillwater River.

In the recitation room, during this term, the principles of hydraulics as applied

in engineering practice are taken up by means of lectures. The strength of materials, their durability, preservation, and fitness for special purposes, and the theories of ties, struts, beams, and arches are fully treated.

Stonecutting is taken up this term by lectures and practical problems, each student being required to make a complete set of working drawings of the most common forms of masonry arches.

Six weeks are devoted to sanitary engineering, special attention being given to ventilation, heating, purity of water supply, and the proper drainage of houses and towns.

The first part of the last term of this year is devoted to the theory of foundations, retaining walls, and roof and bridge trusses, while the last part is given to the application of the principles already learned, to the designing and calculation of various kinds of engineering structures, and to making out estimates and specifications.

Mineralogy and geology.—Mineralogy is taught by an introductory course of lectures, followed by laboratory practice in the determination of minerals and rocks, especial attention being given to their value for building purposes. This is immediately followed by a course of lectures in geology, together with excursions for the purpose of studying the rocks in situ, and also superficial deposits. Critical examinations are made in various railroad cuts of the hardness, slaty structure, jointed structure, etc., as bearing upon the cost of excavation.

Astronomy.—In the last part of the spring term, descriptive astronomy is taken by the students of the junior class, and practical astronomy in the first term, senior year.

The course in practical astronomy is designed to enable students to determine with accuracy geographical positions. The principal instruments employed are the chronometer, sextant, transit, and for work of precision, the Repsold vertical circle, an instrument made in Hamburg, Germany, for this institution. Practical instruction is given in the use of these instruments and in the most approved methods of reducing observations for the determination of latitude and longitude.

Students in this department on the completion of the full course and the presentation of a satisfactory thesis receive the degree of bachelor of civil engineering. Three years later, on proof of professional work and the presentation of a satisfactory thesis the degree of civil engineer is conferred.

COURSE IN MECHANICAL ENGINEERING.

FIRST YEAR.

First term.—Solid geometry (12 w.); algebra (4 w.); rhetoric (4); reading and analysis of authors (1); physiology, physical culture, lectures, agriculture and horticulture. P. M. Free-hand drawing (2), dissecting (1); general history (1).

Second term.—Algebra (6 w.); trigonometry (14 w.); botany. French; physical culture; lectures, agriculture and horticulture. P. M. Mechanical drawing (F. of T.); laboratory botany (L. of T.) (2); history (L. of T.) (1); analysis of authors (L. of T.) (1).

SECOND YEAR.

First term.—Descriptive geometry; general chemistry; French (2); German (3); physics. P. M. Carpentry (3); laboratory physics (2).

Second term.—Analytical geometry; descriptive geometry (F. of T.); mechanical drawing (L. of T.); physics; French (3); German (2). P. M. Laboratory physics (2); forge-work (3).

THIRD YEAR.

First term.—Calculus (3); link and valve motion (2); German (2); mechanics (3); kinematics. P. M.: Machine work (3); laboratory physics or shop work (2).

Second term.—Calculus (F. of T.); descriptive astronomy (L. of T.); isometric and cabinet projection and machine design (3); German (2); logic; mechanics. P. M.: Machine work (3); laboratory physics or shop work (2).

FOURTH YEAR.

First term.—Steam engine; practical astronomy; political economy and international law. P. M.: Mechanical drawing.

Second term.—Hydraulic engineering; steam engineering; United States Constitution and business law; geology and mineralogy. P. M.: Machine designing and thesis work.

EXPLANATORY STATEMENTS.

It is the design of this course to give such a knowledge of mathematics, mechanics, principles of mechanism, drawing, and manual art as shall enable the student successfully to enter practical life as an engineer with the same thorough education in subjects required to fit him for the general duties of life as is afforded by the other courses.

The first two years' work is identical with that of the students in civil engineering, except that carpentry and forge work are taken the second year in place of part of the drawing. In the junior year the first term is devoted to the geometry of machinery, showing the students how different motions may be obtained independently of the power required. Special attention is here given to the subject of gearing, and a full set of problems worked out, illustrating cases commonly occurring in practice. Instruction is also given by lectures and text-book on other methods of transmitting motion, as by belts, cams, couplings, and links. Considerable time is given to the study and designing of the various valve and link motions used on the steam engine. During the second term of the junior year instruction is given in analytical mechanics and the laws of the strength of materials, the student being required to design machine details in accordance with these laws.

The first part of the first term, senior year, is employed in studying the laws of the expansion of steam and their influence upon the construction of steam engines, the subject being illustrated by experiments on the shop engine with the aid of an indicator. During the remainder of the term the students are engaged in designing engines and other machines and in making detail drawings of the same, such as would be required to work from in the shop.

During the last term, senior year, the study of steam engineering is continued in its application to the construction of steam boilers. In connection with this subject the student is required to design a steam boiler in all its details. The subject of hydraulics is taken up briefly by text-book work in hydromechanics and the principles applied to the solution of practical problems.

Shop work.—The first term of the sophomore year two hours of each day are devoted to work in carpentry, special attention being given to accuracy of workmanship. Students are encouraged in every way to make articles of practical use.

During the second term of the same year the student receives instruction in forge work, including the welding and tempering of steel. Each student is required to make a set of cold chisels and lathe tools for future use in machine work. A course in machine work during the first term of the junior year gives the student practice in the various methods of shaping and fitting metals by the

EDUCATION IN MAINE.

hack saw and file, engine lathe, shaping machine, planer, and During their second term the sophomore students in this course using the shop engine, and are taught the rules of safety and much of engineering. Instruction in wood turning and pattern making commences during the senior year. There is also a course in foundry work, in which it is taught molding and casting. Physical laboratory practice is held two afternoons each week throughout the year.

Work in drawing commences with a course in free-hand and isometric drawing, extending through the freshman year.

During the junior year the student spends the time allotted to drawing on practical problems on the construction of gear teeth, cams, and other parts. Practical practice in line shading and tinting.

During the fourth year of this year is devoted to isometric projection. During this year the student prepares an original design of some machine, makes working drawings, and finally prepares copies by the blueprint process.

The final part of the course consists of making calculations for the design of engines and boilers, and the construction of the necessary working drawings, and making thesis drawings.

The remarks under course in civil engineering with regard to astronomy, mineralogy, and geology apply also to this course, and to them reference is made.

These are required of all students as a condition of graduation, and must be on some subject directly connected with mechanical engineering.

Students in this course receive the degree of Bachelor of mechanical engineering upon graduation, with full degree of mechanical engineer three years afterwards, and a presentation of a satisfactory thesis and proof of professional work or study.

COURSE IN MECHANICAL ENGINEERING.

FIRST YEAR.

First term.—Solid geometry (12 w.); algebra (4 w.); rhetoric (4); reading and analysis of authors (1); physiology; physical culture; lectures, agriculture and horticulture. P. M.: Free-hand drawing (2); dissecting (1); general history (1).

Second term.—Algebra (6 w.); trigonometry (14 w.); botany; French; physical culture; lectures, agriculture and horticulture. P. M.: Mechanical drawing (F. of T.); laboratory botany (L. of T.) (2); history (L. of T.) (1); analysis of authors (L. of T.) (1).

SECOND YEAR.

First term.—General chemistry; botany (cryptogamic); French (2); German (3); physics. P. M.: Laboratory physics (2); laboratory botany (2).

Second term.—Analytical chemistry; physics; French (3); German (2). P. M.: Laboratory physics (2); analytical chemistry (3).

THIRD YEAR.

First term.—Analytical chemistry; chemistry (3); German (2); invertebrate zoology. P. M.: Analytical chemistry.

Second term.—Chemistry (3); German (2); logic; entomology (F. of T.); descriptive astronomy (L. of T.). P. M.: Laboratory work, zoology and entomology (2); analytical chemistry (3).

FOURTH YEAR.

First term.—Chemistry; psychology; comparative anatomy; political economy and international law. P. M.: Comparative anatomy (2); analytical chemistry (3).

Second term.—Chemistry; psychology; United States Constitution and business law; geology and mineralogy. P. M.: Analytical chemistry and thesis work.

EXPLANATORY STATEMENTS.

This course aims to supply a want felt by students who wish to enter certain industries in which a somewhat extensive knowledge of chemistry is important. The first two years are mainly like those of the other courses, qualitative analysis being, however, obligatory for these students in the second term of the sophomore year.

During the junior year daily recitations are held in advanced inorganic chemistry. In the senior year advanced organic chemistry is taken up. Sophomores have one exercise a week in elementary chemical experiments. The afternoons are devoted to quantitative chemical analysis by the junior and senior students in the course. The work consists of the most useful gravimetric and volumetric methods, beginning with the simple estimations, which are followed by more complex analyses of alloys, minerals, fertilizers, farm products, etc. A short course in the assay of gold and silver is also given.

The class-room text-books used by this department are Remsen's Chemistry and Naquet's Principes de Chimie. In the laboratory are used Craft's Qualitative Chemical Analysis, Fresenius's Quantitative Chemical Analysis, Frankland's Agricultural Chemical Analysis, Flint's Examination of Urine, Rickett's Notes on Assaying, Appleton's Quantitative Analysis, and Classen's Quantitative Analysis.

Valuable books of reference are found in the library.

Students taking qualitative analysis must furnish a deposit of at least \$5 when they begin. Those taking quantitative analysis are required to deposit at least \$7. Students taking the course in chemistry or an extended course in quantitative analysis are expected to provide themselves with a small platinum crucible.

The students, after passing all the required examinations and presenting satisfactory thesis upon some chemical subject, graduate with the degree of bachelor of science.

Postgraduate and special students can make arrangements with the professor of chemistry for an advanced or special course of laboratory work and recitations.

COURSE IN SCIENCE AND LITERATURE.

FIRST YEAR.

First term.—Rhetoric (4); reading and analysis of authors (1); physiology; solid geometry (12 w.); algebra (4 w.); physical culture; lectures, agriculture and horticulture. P. M.: Free-hand drawing (2); dissecting (1); general history (1).

Second term.—French, botany; algebra (6 w.), trigonometry (14 w.); physical culture; lectures, agriculture and horticulture. P. M.: Mechanical drawing (F. of T.); laboratory botany (L. of T.) (2); general history (L. of T.) (1); analysis of authors (L. of T.) (1).

SECOND YEAR.

First term.—Botany (cryptogamic), general chemistry; French (2); German (3); physics. P. M.: Laboratory physics (2), laboratory botany (2); general history (1).

Second term.—Physics, analytical chemistry, French (3); German (2). P. M.: Laboratory physics (2), analytical chemistry (3).

THIRD YEAR.

First term.—German (2); Anglo-Saxon (3); English and American literature; invertebrate zoology; advanced physics (2). P. M.: Laboratory physics or chemistry (2); analysis of authors and historical reading (3).



EXPERIMENT STATION, UNIVERSITY OF MAINE.

therewith, a department in the college was established in 1887, designated the Maine Experiment Station. It has for its objects investigations in agricultural science and experimentation with reference to practical agriculture. It receives from the National Government \$15,000 annually for its support. The outlining of its work is committed to a council consisting of three trustees, the president of the college, the director of the station, the professors of agriculture, horticulture, and natural history, the veterinarian to the station, and a representative from each of the following organizations, viz, the State board of agriculture, the Patrons of Husbandry, and the State Pomological Society. The station staff is at present made up of the following officers:

W. N. Jordan, M. S., director.
 M. C. Fernald, Ph. D., meteorologist.
 Walter Balentine, M. S., experimental agriculturist.
 F. L. Harvey, M. S., botanist and entomologist.
 F. L. Russell, V. S., veterinarian.
 J. M. Bartlett, M. S., chemist.
 L. H. Merrill, B. S., chemist.
 W. M. Munson, M. S., horticulturist.
 H. P. Gould, assistant in horticulture.
 A. M. Shaw, fore-man on farm.
 Mrs. Jennie Waitt, clerk.

GOVERNMENT AND CERTAIN GENERAL STATEMENTS.

While the administration of government is committed to the faculty, a system of cooperation has been maintained since 1873, by which a measure of responsibility for good order and upright conduct has been lodged with the students themselves. They have respected the trust and the system has proved valuable.

Students are required to attend daily prayers at the college and public worship on the Sabbath at some one of the neighboring churches, unless excused by the president.

Labor required of students is regarded as educational or noneducational. For the latter compensation is made; for the former no pecuniary compensation is made, its value being received from its educational character.

Military instruction is given throughout the entire course by an officer assigned by the United States Government.

Women are admitted to the college by virtue of a law of the State enacted in 1872.

FARM, BUILDINGS, APPARATUS, AND LIBRARY.

The farm connected with the college furnishes lessons in the best methods of agricultural practice, and is designed to be so conducted as to be an educational appliance of the institution, especially for students in the agricultural course.

EDUCATION IN MAINE.

ption of the principal buildings is herewith given. g constructed on the campus, early known as "White as "Wingate Hall," was destroyed by fire in Febru- its place was erected in 1891 a substantial brick the name of "Wingate Hall," devoted principally to of civil and mechanical engineering. It furnishes in oms and a lecture room for other departments and a ing Men's Christian Association.

laboratory was completed in 1870. It was modeled ponding building at Brown University, Providence, story brick building, with an ell of one story used as orking laboratory. Besides all the space necessary for excellent k in chemistry, there are rooms devoted to mineralogy and pho-
graphy.

Oak Hall, completed in 1871, is a four-story brick building, contain- g 48 rooms, and is used as a dormitory. In the rear of this hall and nected with it by a corridor is the boarding house, a two-story rooden building, in which is the college dining hall.

The mechanical shop is a plain wooden structure, erected in 1883, which furnishes accommodations for the practical work of the echanical department. The main building is 56 by 36 feet, two stories in height, and contains on the first floor machine room, filing oom, engine room, wash room, and tool room. The second floor is holly devoted to wood working. The ell, 56 by 24 feet, one story in height, with monitor roof, is used as a forge room, and adjoining this is the foundry, recently constructed. In the development of shop instruction the principal processes of metal working and wood work- ing, including wood turning, are now taught.

Coburn Hall, dedicated in June, 1888, furnishes adequate accom- modations for the departments of natural history and agriculture and contains the museum. It also includes a hall used as a chapel, with seating capacity for 400 persons, a room devoted to the purposes of a physical laboratory, and the college library and reading room.

In 1889 a substantial brick building was completed for the depart- ment of the college known as the "experiment station."

In 1890 a building was constructed for the department of horticul- ture, and in 1891 a dairy house fully equipped with modern appara- tus and machinery for the school of dairying.

Besides the buildings which have been noticed, there are on the college grounds the president's house, a professor's house, 2 houses rented to students, 1 society hall, 2 cottages, and a commodious set of farm buildings comprising a house, 3 barns, and other outbuildings.

The college is supplied with a good amount of physical, astronom- ical, and chemical apparatus; also with apparatus adapted to the needs of the departments of civil and mechanical engineering, natural his-

tory collections, farm implements and machinery, and other collections suited to the wants of the department of agriculture.

The library contains above 7,500 bound volumes.

VALUE OF PROPERTY AND ENDOWMENT.

The value of the college property in buildings is \$184,000; value of library, \$12,000; of apparatus, \$44,000; of farm, tools, stock, carriages, and furniture, \$20,000; making a total of \$260,000. The college has derived its principal endowment from the sale of the land to which, under the act of 1862, it was entitled. Unfortunately for its financial status, this land, amounting for the State of Maine to 210,000 acres, was put on the market when prices for land unlocated were merely nominal. In 1866, by authority of the State legislature, all the land, except 16,200 acres, was sold by the governor, Hon. Samuel Cony, and his executive council, for about 53 cents per acre. In 1870 the remaining 16,200 acres were sold by Governor Chamberlain for 84 cents per acre.

The amount received from the sale of land (\$118,300) was invested in State of Maine bonds bearing interest at the rate of 6 per cent. The character of the investment remains unchanged, but the rate of interest was reduced in 1889 to 5 per cent. To this fund \$13,000 of accumulated interest has been added, making the total interest-bearing fund from this source \$131,300. By will of the late ex-Governor Abner Coburn, of Skowhegan, Me., the endowment fund was increased by \$100,000—a munificent gift, which not only furnishes a valuable addition to the resources of the college, but constitutes a permanent testimonial to Governor Coburn's intelligent and philanthropic interest in the cause of industrial education. This latter fund is invested also in a State of Maine bond bearing interest at 4 per cent. The interest-bearing endowment is therefore \$231,300, yielding an annual revenue of about \$10,500, in addition to the amounts received from the United States Government under the Hatch and Morrill acts.

THE BOUNTY OF THE STATE TO THE COLLEGE.

The bounty of the State to the college is shown by the following record of legislative appropriations for its aid:

1867	.....	\$20,000	1878	.....	\$6,500
1868	.....	10,000	1880	.....	3,000
1870	.....	50,000	1881	.....	3,500
1871	.....	6,000	1883	.....	13,000
1872	.....	18,000	1885	.....	12,400
1873	.....	24,000	1887	.....	34,600
1874	.....	12,500	1889	.....	30,000
1875	.....	10,500	1891	.....	24,500
1876	.....	8,000			
1877	.....	15,218	Total	.....	301,718

The early appropriations were largely devoted to the construction of three of the principal buildings. In fact, the larger part of the appropriations by the State has gone into buildings, all of which are on the college grounds and in good condition, and into apparatus and other equipments designed to enhance the value of the work of instruction. For supplementing the proceeds of the endowment funds and the receipts from tuition the drafts made upon the State appropriations in payment of salaries and other general expenses have averaged less than \$3,000 a year.

In her fostering care for all of her institutions, Maine, compared with many of her sister States, can be said to have been only fairly generous, not lavish, in her expenditure upon her State college. She manifests, however, a constant and abiding interest in its welfare, and, with continued and increasing prosperity, may confidently be relied upon to provide other buildings as they shall be needed and to furnish the means of further strengthening and developing all the growing departments of the college.

THE BOUNTY OF INDIVIDUALS.

In connection with the appropriations by the State, reference should be made to the bounty of individuals. Before the college was opened to students, Bangor gave to it \$12,000; and since the admission of students in 1868 it has been each year the recipient, in one form or another, of individual favor and bounty. Ex-Governor Coburn, whose munificence has already been cited, was especially helpful by the bestowal of timely gifts, and thus frequently tided a department over a hard place or came to the assistance of the college when in extremity.

REAL SOURCE OF STRENGTH.

It is not, however, the endowment, not the buildings, indispensable as they are, not the bounty of the State or of individuals, nor all of these combined, that determine the life and character of an institution of learning. Without some or all of these aids, it is true, the institution may not exist; but with them all it may prove a failure, and all its work may come to naught. For its real life it is much more dependent upon the energy and spirit of those who administer its affairs, upon the fidelity and genius of those who fill offices of instruction, upon the purpose and quality of those who seek instruction and guidance, and especially upon the harmonious working together of all these elements, inasmuch as they are the potent factors in an institution's permanent upbuilding and success. In this last regard the Maine State College has been exceptionally fortunate. Its growth, therefore, although less vigorous and ample than its friends could desire, has been an entirely healthy growth, and its promise and outlook are regarded as in a high degree encouraging.

THE ALUMNI AND THEIR VOCATIONS.

The number of graduates is 369, comprising 346 men and 23 women. The number of students who have pursued special or partial courses, extending through periods varying from one term to three and a half years, averaging one and a half years for each, is 346. These numbers do not include the 145 students now in attendance upon this institution. It thus appears that 860 students have enjoyed or are now enjoying the benefits of the courses of instruction offered by this college.

The extent to which the alumni have engaged in the substantial industries, and their excellent standing wherever known, are regarded as occasions of just pride by all friends of the institution. Of the 369 graduates, 350 are now living. The following table gives their occupations and the relative percentages in each calling:

	Number	Percent- age.		Number.	Percent- age.
Farmers	17	5	Physicians	10	3
Specialists in agriculture ^a	17	5	Lawyers	17	5
Engineers in chief on rail- roads	6	2	Clergymen	3	1
Civil engineers	66	19	Journalists	8	2
Architects	4	1	In commercial business	21	6
Mechanical engineers	44	12	Teachers ^b	35	10
Superintendents of manu- factories	5	1	Miscellaneous and un- known	81	23
Manufacturers	16	5	Total	350	100

^a Including 2 professors of agriculture, 1 professor of botany and horticulture, 2 directors of agricultural experiment stations, 5 assistants in agricultural experiment stations, 3 veterinary surgeons, and 1 editor of an agricultural paper.

^b Including 8 professors and 5 instructors in agricultural and mechanical colleges.

From the foregoing table it appears that only 9 per cent of the graduates are engaged in the so-called professions, and that 91 per cent are engaged in varied and largely practical industries. Ten per cent are engaged either in farming or in some of the higher forms of service in agriculture, 40 per cent in civil and mechanical engineering or allied forms of labor, and 5 per cent in manufactures, making 55 per cent in these few very important vocations of industrial life. Of the 81 classed in the table under the head "miscellaneous and unknown," many will find their permanent places in some of the occupations named.

CONCLUSION.

The history of the Maine State College can be regarded as in no sense peculiar. It makes claim to no distinction above that of other institutions of its class. Like most of them it has experienced the wonted mutations of fortune or condition; has known dark days and bright days, and, like them also, it has maintained through all its vicissitudes its obligations unimpaired, and has kept steadfast faith in the future.

EDUCATION IN MAINE.

*of the Maine State College of Agriculture and the Mechanic Arts,
from 1867 to 1892, and terms of service.*

Hon. Amos Burn, 1867 to 1879; president of the board, 1867 to 1879.
 Rev. Saml. Dike, 1867 to 1879.
 Hon. Wm. Wingate, 1867 to 1883; president of the board, 1879 to 1883.
 Hon. [unclear], 1867 to 1889; secretary of the board, 1871 to 1883; president
 of 1889.
 Hon. [unclear] Wilson, 1867 to 1869.
 Hon. George R. Sewall, 1867 to 1868.
 Hon. Isaiah Stetson, 1867; resigned, May 15, 1867.
 Hon. Nathan [unclear], 1868 to 1869.
 Hon. Thomas Lang, 1868 to 1874.
 Hon. S. L. Goodale, 1869 to 1873.
 Hon. S. F. Pease, 1869 to 1874.
 Hon. James C. [unclear] to 1879.
 Hon. S. L. Boardman, 1873 to 1879.
 Hon. Sylvanus T. Hincks, 1874 to 1881.
 Hon. Caleb A. Chaplin, 1874 to 1884.
 Hon. Luther S. Moore, 1879 to 1886.
 Hon. Emory O. Bean, 1879 to 1883.
 Hon. A. M. Robinson, 1880 to 1887.
 Hon. Z. A. Gilbert, 1880 to 1889.
 Hon. Daniel H. Thing, 1881 to 1888.
 Capt. Charles W. Keyes, 1883 to 1890.
 Hon. William T. Haines, secretary, 1883.
 Hon. E. E. Parkhurst, 1884 to 1888.
 Gen. R. B. Shepherd, 1885.
 Arthur L. Moore, B. S., 1886.

Rutillus Alden, esq., 1888.
William H. Strickland, esq., 1888 to 1891.
 Hon. Fred Atwood, 1888 to 1891.
 Hon. Charles P. Allen, 1889.
 Hon. Rufus Prince, 1890 to 1891.
 Hon. Henry Lord, 1891.
 B. F. Briggs, esq., 1891.
 G. J. Shaw, esq., 1891.

LIST OF TREASURERS.

Hon. Isaiah Stetson, 1867 to 1879.
 Col. Eben Webster, 1879 to 1883.
 J. Fred Webster, esq., 1883 to 1889.
 Prof. G. H. Hamlin, 1889.

*List of presidents, professors, and instructors of the Maine State College of
Agriculture and the Mechanic Arts, from its organization, 1868 to 1892.*

PRESIDENTS.

Merritt C. Fernald, A. M., acting president, 1868 to 1871.
 Charles F. Allen, A. M., D. D., president, 1871 to 1879.
 Merritt C. Fernald, A. M., Ph. D., president, 1879.

PROFESSORS AND INSTRUCTORS.

- Merritt C. Fernald, A. M., professor of mathematics and physics, 1868 to 1879; physics, mental and moral science, 1879.
- Samuel Johnson, A. M., instructor in agriculture and farm superintendent, 1868 to 1871.
- Stephen F. Peckham, A. M., professor of chemistry, 1869 to 1871.
- Calvin Cutter, M. D., lecturer on anatomy, physiology, and hygiene, 1869 to 1871.
- Corydon B. Lakin, instructor in bookkeeping, 1869 to 1871.
- Capt. Henry E. Sellers, military instructor, 1869 and 1870.
- John Swift, B. S., instructor in botany and horticulture, 1870 to 1871.
- Mrs. Mary L. Fernald, instructor in French and German, 1870 and 1871.
- X. A. Willard, A. M., lecturer on dairy farming, 1870.
- James J. H. Gregory, A. M., lecturer on market farming and gardening, 1870.
- A. S. Packard, jr., M. D., lecturer on useful and injurious insects, 1871.
- E. S. Morse, lecturer on comparative anatomy and zoology, 1871.
- Wm. E. Hoyt, instructor in descriptive geometry and mechanical drawing, 1871.
- C. F. Allen, A. M., D. D., professor in English literature and mental and moral science, 1871 to 1879.
- William A. Pike, C. E., professor of civil engineering, 1871 to 1880.
- Robert L. Packard, A. M., professor of chemistry and modern languages, 1872.
- Charles H. Fernald, A. M., professor of natural history, 1871 to 1886.
- Joseph R. Farrington, farm superintendent, 1871 to 1878; instructor in agriculture, 1878 and 1879.
- Capt. James Deane, military instructor, 1871 to 1874.
- Johu Perley, instructor in bookkeeping, 1872 to 1874.
- C. F. Stone, professor of chemistry, 1873 (spring), three months.
- W. O. Atwater, professor of chemistry, 1873.
- Alfred B. Aubert, B. S., professor of chemistry, 1874.
- Randall Whittier, professor of modern languages and mechanics, 1873 and 1874.
- Prof. James Law, V. S., lecturer on veterinary science, 1874.
- George H. Hamlin, C. E., assistant in engineering, 1873-74; assistant professor, 1874 to 1876; professor of drawing and field engineering, 1876 to 1879; professor of mathematics and drawing, 1879-80; professor of civil engineering, 1880.
- Winfield S. Chaplin, professor of modern languages and mechanics and military instructor, 1874 to 1877.
- Francis L. Hill, professor of modern languages and military instructor, 1877 and 1878.
- Miss Isabel S. Allen, instructor in German, 1877.
- Timothy G. Rich, farm superintendent, 1879 to 1882.
- Allen E. Rogers, A. M., instructor in modern languages and military science, 1879 and 1880; professor of modern languages and instructor in military science, 1880 to 1882; professor of modern languages, logic, and political economy, 1882 to 1891; professor of history, logic, and civics, 1891.
- Whitman H. Jordan, B. S., instructor in agriculture, 1879 and 1880.
- Wilbur F. Decker, B. M. E., instructor in shopwork, 1879 and 1880.
- Charles H. Benjamin, M. E., instructor in mechanical engineering, 1880 and 1881; professor of mechanical engineering, 1881 to 1887.
- Walter Balentine, M. S., instructor in agriculture, 1881-82; professor, 1882.
- Walter Flint, B. M. E., instructor in vise work and forge work, 1881 to 1887; professor of mechanical engineering, 1887.
- Lieut. Edgar W. Howe, Seventeenth Infantry, U. S. Army, professor of military science and tactics, 1882 to 1885.

Gilbert M. Gowell, farm superintendent, 1882 to 1887; instructor in practical agriculture, 1891.

Lieut. Charles L. Phillips, professor of military science and tactics, 1885 to 1888.

Francis L. Harvey, M. S., professor of natural history, 1886.

James N. Hart, B. C. E., instructor in mathematics and drawing, 1887.

Howard S. Webb, B. M. E., instructor in shopwork, 1887.

Lieut. Everard E. Hatch, professor of military science and tactics, 1888 to 1891.

Fremont L. Russell, D. V. S., instructor in veterinary science, 1889.

Fred P. Briggs, B. S., assistant in natural history, 1889.

Nathan C. Grover, B. C. E., assistant in civil engineering, 1890.

Harriet Converse Fernald, M. S., librarian, 1890.

Wilton M. Munson, M. S., professor of horticulture and landscape gardening, 1891.

Horace M. Estabrooke, M. S., A. M., professor of rhetoric and modern languages, 1891.

James S. Stevens, M. S., Ph. D., professor of physics, 1891.

Lieut. Mark L. Hersey, professor of military science and tactics, 1891.

David Wilder Colby, B. S., assistant in chemistry, 1891.

David W. Trine, B. S., assistant in horticulture, 1892.

BIBLIOGRAPHY.

Reports Maine board of agriculture since 1862.

Files of Maine Farmer, of the College Cadet, and of the local papers.

Reports of the board of trustees.

Reports of the commissioner of education.

Reports of conventions of agricultural colleges and experiment stations called by the United States Commissioner of Agriculture.

Reports of Association of American Agricultural Colleges and Experiment Stations.

Historical sketch by President M. C. Fernald in the New England Magazine for April-May, 1887.

Historical address by Hon. Lyndon Oak and other papers on occasion of dedication of Coburn Hall, June 26, 1888.

SUPPLEMENTARY NOTE.

In 1893 the writer retired from the presidency of the college, after a service for it of twenty-five years, during fourteen years of which he was its president.

His successor in office is Dr. A. W. Harris, formerly director of the office of experiment stations, Washington, D. C. Dr. Harris has entered upon his new duties with a degree of earnestness and enthusiasm which augurs well for the future of the college under his administration.

The death of Prof. Walter Balentine in 1894 rendered necessary the choice of a professor of agriculture in his place. The duties of this chair have been assigned to Prof. W. H. Jordan, director of the Maine experiment station.

A course in electrical engineering and a course in pharmacy have been introduced, and additions rendered necessary in the teaching force have been made.

A library school has been started, and a course of instruction of one year in library economy is now given. Short winter courses of twelve weeks are now offered in general agriculture, dairying, poultry management, carpentry, and ironwork.

Lectures by members of the faculty are also given at various points in the State under the plan of university extension.

Appropriations by the State since the records were made in the body of this sketch have amounted to \$52,500, \$20,000 of which will be available in 1896. The number of students in attendance upon the college in the year 1895 was 203. The faculty is made up of earnest, able, and hard-working men. The buildings and equipments are admirably adapted to the purposes of the institution, and a career of large usefulness for the State and the nation may reasonably be expected of it.

Chapter VIII.

NORMAL SCHOOLS.

The first report of the State board of education in 1847, the hope was expressed that the State might some day have an amply endowed normal school for the education of teachers. In each subsequent report the same recommendation was called to the subject. The State superintendent in 1854, 1855, 1856, 1857, 1858, 1859, 1860, 1861, 1862, and 1863, in his annual reports and in the conventions urged the matter upon the attention of the legislature. In 1860 a law was passed establishing normal departments in 18 academies of the State. After two years' trial, with unsatisfactory results, the act was repealed. In February, 1863, the trustees of Farmington Academy, at the instance of A. P. Kelsey, the principal, memorialized the legislature for the establishment of a normal school, offering to contribute the academic property and funds toward that object. This led to the passage of the act of March 25, 1863, authorizing the establishment of two schools, one in the eastern part of the State and one in the western.

The act establishing the normal schools prescribes that they "shall be thoroughly devoted to their work of training teachers for their professional labors;" that "the course of study shall include the common English branches in thorough reviews, and such of the higher branches as are especially adapted to prepare teachers to conduct the mental, moral, and physical education of their pupils;" that "the art of school management, including the best methods of government and instruction, shall have a prominent place in the daily exercises of said schools;" and that "teaching the fundamental truths of Christianity, and the great principles of morality, recognized by statute, they shall be free from all denominational teachings and open to persons of different religious connections on terms of perfect equality."

STATE NORMAL SCHOOL AT FARMINGTON.^a

Three commissioners were appointed to invite and receive proposals for the location of the new schools. Acting upon the report made by them the governor and council established the first normal school at Farmington in October, 1863, on condition that the trustees of Farmington Academy should furnish, without expense to the State, suit-

^a Maine school reports, 1865 to 1891.

Annual registers of the State Normal School at Farmington.

G. C. Purinton: History of the State Normal School, Farmington, 1889.

able buildings for the instruction of 200 pupils for a term of five years. The buildings were to be completed by August 15, 1864, and the trustees at once proceeded to erect a brick building, which, with the wooden building of the old academy, should afford the required accommodations. In erecting this building the trustees expended more than \$8,000. To accommodate the increased number of students twenty-five years later it was found necessary to remodel and enlarge this building, nearly doubling its size.

Mr. Ambrose P. Kelsey, to whose labors the school owed its existence, was chosen principal, and the first normal school of Maine began its sessions August 24, 1864, in Beal's Hall, the school building not being ready until the beginning of the winter term. Thirty-one pupils from 9 different counties constituted the school during the first term; 130 entered during the year. Mr. Kelsey resigned after the arduous labors of the first year, and Mr. George M. Gage, his assistant, was promoted to be principal. At the close of the second year, May 25, 1866, a class of 10 ladies graduated. Mr. Gage declined a reelection in 1868, and Charles C. Rounds, Ph. D., was chosen as his successor, which position he continued to fill with eminent ability for fifteen years.

In this long period of service Dr. Rounds achieved for the school the high reputation which it has continued to maintain for the thorough character of the professional training given. He imparted to the 377 pupils whom he graduated, and to all who came under his instruction, much of his own enthusiasm for all that pertains to good instruction. On account of his untiring labors for the cause of education in the State, as teacher, lecturer, and writer, he gained for the Farmington Normal School an assured position among the educational institutions of Maine, and won for himself, in the words of Superintendent Luce in his report for 1883, "a place in our educational history second to that of no other man."

George C. Purington, A. M., was called to succeed Dr. Rounds in 1883, and has ably maintained the reputation of the school to the present time. In 1889 he prepared a volume commemorating the first quarter century of the school, containing carefully prepared biographical outlines concerning all the teachers and graduates with valuable statistics. The number of pupils who had been connected with the school up to 1889 is 2,159, only 22 of whom came from outside of the State. The number of graduates is 658, of whom 505 are ladies; graduates of the advanced course, 25, including 16 ladies.

CONDITIONS OF ADMISSION.

Gentlemen must be 17 years of age at admission or during the first term; ladies, 16. Candidates must present a certificate of good moral character from some responsible person, acknowledge their obligation to faithfully observe all the regulations of the school, pass a

satisfactory examination in arithmetic, through fractions, in geography, upon the general principles of mathematical geography, as laid down in common school text-books, in general upon the continents, and in more detail upon the United States and the State of Maine; in grammar, reading, and spelling.

Each pupil pays an incidental fee of \$1.50 at the beginning of each term.

Tuition is free to pupils of the required age who take the regular course of study and pledge themselves to teach in the public schools of Maine as long a time as they remain connected with the normal school. Others pay a tuition of \$10 per term.

COURSE OF STUDY.

The regular course of study is arranged for two years of three terms each, and includes in review the studies pursued in the common schools and such others as experience has shown are essential to the mental discipline and culture of those who are to become teachers.

Teachers of good attainments and considerable experience, graduates of high schools, academies, scientific schools, and colleges, who after one term's work show that they are well prepared in the subject-matter of the course can graduate with profit in less than the two years—high school graduates usually in one year—and will be allowed to do so after performing the purely professional work and passing a satisfactory examination in the remaining studies of the

COURSE.

TRAINING SCHOOL.

Under the control of the principal and in connection with the normal school, in a room well adapted for the purpose and taught by a teacher especially fitted for such work, is the model primary school. It has four grades, covering the work of four years. Here, during the last two terms of their course, the students of the normal school put in practice, under the careful supervision of a trained teacher, the theories they have learned, first observing the methods of the regular teacher, and then, each in turn, taking full charge of the different classes for definite periods.

ADVANCED COURSE.

To meet the demand for teachers in high schools there is an advanced course of one year, open to the graduates of this and the other normal schools of the State. Supplementing as it does the regular course, its importance can hardly be overestimated.

STATE NORMAL SCHOOL AT CASTINE.

The second normal school, designed to afford to the eastern portion of the State the advantages of a training school for teachers, is estab-

lished at Castine, in Hancock County.^a Its first session began September 7, 1867, with 12 students, under the instruction of Mr. G. T. Fletcher. The citizens of Castine gave the use of an excellent building for five years, with furniture and valuable apparatus. A library of about 300 volumes was contributed by friends of the enterprise. The attendance at the opening of the second year was 51, from which number the first class of 8 pupils graduated in May, 1869. The design of the school was not sufficiently understood at first, and there may also have been some disposition to be content with such training as young teachers would receive in high schools. But the people in that section of the State soon learned of the school and its practical value. The fourth year saw 140 pupils in attendance, and this remarkable increase made it evident that more ample accommodations must at once be provided.

The town of Castine gave a lot of land and the legislature appropriated \$20,000 for the erection of a school building, which was completed in January, 1873, and dedicated in May following. The building is of brick, two and one-half stories high, 46 by 68 feet in dimensions of the central portion, with front and rear extensions.

The well-lighted basement contains a chemical laboratory, steam heating apparatus, and water-closets. Four recitation rooms are on the first floor, but the main schoolroom, 66 by 44 feet, is on the second floor. It has room for 200 pupils. Five thousand dollars were expended by the State for furnishing the new building and making improvements on the grounds. A large, fine-toned bell was given by Deacon Samuel Adams, and an interesting collection of minerals, shells, and curiosities presented by William Freeman, jr.

Established in its own building, the school at once increased in importance and in students. From that time it became one of the permanent institutions of the State, receiving regular appropriations for its maintenance. Requirements for admission are the same as for the other normal schools of the State.

Mr. Fletcher resigned his position as principal in 1879, and Mr. Roliston Woodbury, assistant at the Farmington Normal School, was promoted to be principal at Castine. The responsible duties of his office Mr. Woodbury continued to discharge with the fidelity of a veteran soldier and the quiet, unobtrusive patience of the Christian gentleman until his death, November 1, 1888.^b

Mr. Albert F. Richardson succeeded Mr. Woodbury, and continued to conduct the school with marked ability and vigor. The increase in attendance has rendered an enlargement of the building necessary. Accordingly, the State in 1889 expended \$8,000 in the erection and furnishing of an extension to the rear of the main building, 40 feet

^a Maine School Reports, 1867 to 1891. Catalogues of the Eastern State Normal School, Castine.

^b In memoriam: Address by C. C. Rounds (Maine School Report, 1888, p. 134).

EDUCATION IN MAINE.

ories high. This addition gives room for the model two general recitation rooms, with library, teachers' study room.

STATE NORMAL SCHOOL AT GORHAM.

It is enjoyed by the central and eastern sections of the State, and the flourishing normal schools at Farmington and Gorham have created a desire for like privileges in the western and northern sections. Accordingly, we find Hon. Frederick Robie, in a resolution introduced in the house of representatives on January 18, 1878, requiring—

That the superintendent of common schools be, and is hereby, requested to make such examination as he may deem necessary, looking to the establishment of a normal school in the western part of the State; and all parties interested are hereby authorized to communicate with him, setting forth the advantages of localities and the pecuniary benefits that may be offered to secure the school, and report by bill or otherwise to the next legislature.

This was followed by an order, introduced by the same gentleman, on January 17, 1878, calling upon the superintendent "to report any information or facts that he may have received from localities desiring a normal school, and his own conclusions and judgment in regard to the matter."¹ Two days later the subject was referred to the committee on education. The State superintendent, Hon. W. J. Corthell, in his report dated January 24, 1878, while recognizing that the impera-

tive need of our schools is trained teachers, yet is forced to confess that the low standard of qualifications with which our school managers are satisfied does not indicate a demand for more normal schools of the same character. He urges the immediate establishment of a normal school on a different plan, with a course limited to six months. In this brief period Mr. Corthell believed that the pupils, most of whom had already begun teaching in the country schools, might review the subjects there taught and study methods of teaching, school organization, management, and discipline, in connection with practice in a model school. He therefore recommended that the State board of trustees of normal schools be empowered to locate such a school if any town suitably situated would furnish the necessary land and buildings.

The committee on education, to whom this report was referred, had before them petitions from the mayors of Portland, Biddeford, and Saco,² with the school authorities of those cities, urging the establishment of a normal school in the western part of the State. The town of Gorham, 10 miles from Portland, offered, through its representative, the land and buildings requisite, and the committee reported

¹ Account of the establishment of the State Normal School at Gorham, Me., and of the exercises at the dedication of the new school building. Portland, 1879.

² Journal of the house of representatives, 1877, 1878.

a bill, which passed the house by a vote of 101 to 34, and the senate by a vote of 17 to 6, and was approved February 19, 1878, establishing an additional normal school at Gorham on that condition. The trustees of Gorham Seminary were empowered by an act of the legislature approved February 21, 1878, to make a transfer of their property for the use of the new school, and authority was given to the town of Gorham, or any of its school districts, by act approved the same date, to raise a sum, not exceeding \$15,000, for providing suitable buildings.^a At the annual town meeting of Gorham, March 4, 1878, a very large proportion of the voters being present, after a full discussion the town unanimously voted to raise \$15,000 to aid in erecting a building for the normal school. The building committee appointed by the town consisted of Frederick Robie, Daniel C. Emery, John A. Waterman, Stephen Hinkley, Roscoe G. Harding, Solomon B. Cloudman, and Reuben Lowell. This committee, increased by the addition of George B. Emery, Joseph Ridlon, Marshall Irish, Henry H. Hunt, Humphrey Cousins, Lewis McLellan, and George W. Lowell, representing the trustees of Gorham Seminary and the subscribers to the fund raised for the normal school building, made their report to the town at its annual meeting in March, 1879. The amount raised and expended in the erection of the building and adornment of the grounds was \$27,511.71.

This amount had been collected from the following sources:

Town of Gorham, special tax	\$15,000.00
Citizens' subscription	7,170.00
Trustees of Gorham Seminary	5,321.21
Sale of sundry property	20.50
Total	27,511.71

It is worthy of note that the committee themselves subscribed \$5,550 of the amount.

THE SCHOOL BUILDING.

The entire edifice rests on a solid ledge. The foundations are laid in cement, and the underpinning, steps, and buttresses are of Maine granite. The walls and partitions are 14 inches thick, of brick, with trimmings of Nova Scotia freestone. The entire canopy over the main entrance is of freestone and supported by freestone columns with carved capitals.

The style of the building is modern Gothic. On the front of the building is a tower 14 by 16 feet and 90 feet high, with pyramidal roof, ornamented with iron cresting and a copper vane. On either side of the main building there is a pavilion, each being 8 by 24 feet in size and 70 feet high. The roofs have a pitch of about 45 degrees and are slated and finished with ornamental iron cresting.

^a Acts and resolves of Maine, 1878, ch. 44, p. 37, and ch. 89, 90, p. 81.

The general ground plan is in the form of a cross, the vestibule and dressing rooms forming the head, the main building making the two arms, and the two model schoolrooms the foot. The principal entrance opens into a vestibule 33 by 19 feet, from which two staircases lead to the second and third stories. On both sides are dressing rooms; a corridor communicates with the entrances to the model-schoolroom. On the right of this corridor is a class room 24 by 27 feet and a laboratory of the same dimensions. On the left are three class rooms, one 17 by 34 feet, and the others 12 by 27 feet each. All can be thrown into one room by sliding partitions.

The first story is 14 feet high; the second, 16; the third story remains unfinished. In the basement are located the steam boiler, cisterns, water tanks, and closets. Each of the model rooms is 22 by 26 feet, with an outside entrance, giving three spacious entrances on the ground floor. On the second floor is a hall 33 by 17 feet; the main hall and schoolroom, 48 by 70 feet; and in the rear a class room, 34 by 22 feet; teachers' room, 18 by 22 feet, and a library of the same size. The whole building is heated by steam. The trustees of Gorham Seminary, duly empowered by act of legislature approved February 21, 1878, relinquished their property; and the seminary boarding house, containing 40 rooms for students, was put in complete repair, furnished with steam heating apparatus, and the whole property conveyed to the State by deeds from the town of Gorham and citizens. The trustees accepted the same in behalf of the State, and having furnished the school with maps, charts, reference books, and other needed appliances, appointed Hon. W. J. Corthell to take charge of the new enterprise.

Mr. Corthell, but recently the State superintendent and for many years one of the foremost educators in the State, secured five assistant teachers for the several departments, and opened the first term of the school January 29, 1879. Eighty-five pupils presented themselves, a sufficient demonstration of the demand for a third normal school. The candidates were examined in reading, geography, arithmetic, grammar and analysis, mental arithmetic, history, bookkeeping, and physiology. At the end of the school year, January 20, 1880, diplomas were granted to 45, with certificates of three grades, expressing the standing of the graduate in respect to knowledge, temper, and disposition suitable to teach.

At the outset the course of study was arranged to cover one year, but it was found to put too great strain upon teachers and pupils, and after a trial of two years the course was lengthened one year to conform with that of the other normal school. In his report for 1888, Principal Corthell urged the propriety of making the normal course three years, which recommendation was repeated in his report for 1890, but no action has yet been taken to that effect by the trustees.

Four hundred and fifty-six have graduated from Gorham Normal School at this date (March, 1892), and it has received in all 1,102 pupils. The number now in attendance is 101, with 117 pupils in the model schools. The officers of instruction are: W. J. Corthell, A. M., principal; Charles B. Wilson, A. M., Viola M. White, Grace J. Haynes, Mary M. Whitten, assistants; Jennie M. Colby, Ella Johnson, Nellie S. Cloudman, in charge of model schools; Charles Hinkley, teacher of music; Jennie M. Colby, gymnastics.

MADAWASKA TRAINING SCHOOL.

Extending from the northeast corner of the State to its extreme northern point is a district known as the "Madawaska territory," including the town of that name. It was settled by Acadian refugees who sought safety here in the quiet valley of the St. John from the persecutions of the English. For nearly a century this French community had existed, with little communication with the outside world, subsisting on home products and making bunches of shingles or bushels of buckwheat serve as a circulating medium. The school law, which required towns to raise \$1 for each inhabitant, could not possibly be enforced without entailing great sacrifice and hardship. Hence the State authorities had excused this people from the ordinary per capita tax, and made special appropriations for the several towns and "plantations," to be expended for school purposes by a special school agent, who reported directly to the governor. This section of the State was virtually outside of ordinary school jurisdiction.

In June, 1870, Superintendent Johnson, in company with the county supervisor, visited these people at their homes to ascertain their wishes in regard to common schools. He was gratified and surprised to find them "hungering for education" and deeply grateful for the assistance proffered by these gentlemen in behalf of the State. It was proposed that the people should indicate their readiness to help themselves by establishing schools in all their school districts, providing school accommodations, and employing their own teachers. On the part of the State the sum of \$1,400 was promised for the year, to be divided among the schools found in successful operation. The arrangement was accepted with alacrity, and three months later 43 schools were found to claim the first installment of State aid. At Fort Kent and at Dickeyville high schools were established, largely through the efforts of Priests Sweron and Beaudette.

The schools thus established created a demand for teachers from the native population and led to the passage of an act of legislature approved February 21, 1878, authorizing the trustees of normal schools to found a training school in that district. This school was opened September 30, 1878, at Fort Kent, and placed in charge of Vetal Cyr, B. S. After continuing in operation twenty-two weeks, the school was removed to Van Buren, 45 miles farther down the St.

John River, for the remainder of this year. The school was conducted on this plan of alternation between Fort Kent and Van Buren until 1884, when it was held at Grand Isle instead of at Van Buren, where certain prejudices against the school had arisen. This movable school reached a large number of persons who had no means of conveyance and support remote from their homes.

In 1887, upon recommendation of the State superintendent, the legislature made a special appropriation of \$1,500 for a building and located the school permanently at Fort Kent. The school year was at the same time reduced from ten months to eight. A lot was obtained and a school building 45 by 36 feet and of one story was built and furnished in season for the winter term of 1888-89.

To defray the current expense of the school an annual appropriation of \$1,300 is now made from the school funds of the State, in the same manner as for the normal schools. At first the school was an experiment, to be continued only for a few years. Many such experiments had been tried in this district since 1857. The training school, however, abundantly justified its existence, and practically revolutionized the common schools of the section. After having been in operation ten years the common schools were well supplied with teachers specially adapted to their work, and the changed conditions of the territory, in part consequent upon the opening of a railroad to Fort Kent, no longer required a "school on wheels."

An additional appropriation of \$5,000 was made by the legislature March 28, 1891, to enlarge the school building and erect a boarding house for the accommodation of pupils from a distance.

The number of pupils in attendance in 1889 was 65; in 1890, 77. The demand for their services in the common schools interferes with the prosecution of the studies of the whole course. About 60 have graduated, however, and received diplomas from the State superintendent.

The towns and plantations constituting the "Madawaska Territory" receive especial legislation exempting them from the per capita school tax of 80 cents for each inhabitant. The act approved February 23, 1887, assesses in lieu of the tax a definite sum, in each instance considerably smaller than the general law would require, upon the following places: The towns of Van Buren, Grand Isle, Madawaska, Frenchville, Fort Kent, and St. Francis, and the plantations named Hamlin, Letter K, Wallagrass, St. John, Allegash, Eagle Lake, New Canada, and Winterville. The aggregate population of these townships in 1890 was about 10,200, of which 4,837 are of school age.

The legislative enactment of 1887 closes with the proviso that "no teacher shall be employed in any school receiving the benefit of this act who is not able to speak and write the English language satisfactorily, and the English language shall be used in giving instruction and directing the discipline."

Chapter IX.

SECONDARY EDUCATION.

The people of Maine made early provision for a higher education than that afforded by the common schools by the establishment of academies in various localities. These began to be incorporated as early as 1791, when a charter was granted to the Hallowell Academy, at Hallowell, in Kennebec County. There was at this time no school for higher education nearer than Exeter, N. H. A territory 300 miles long and containing 100,000 inhabitants demanded better educational privileges. The charter granted to Hallowell Academy, like those granted since, conferred the management upon a board of trustees, "for the purposes of promoting piety and morality, and for the instruction of youth in such languages, arts, and sciences as they might direct." The State of Massachusetts granted a half township of wild land in the district of Maine, which sold in 1806 for \$2 an acre. A lot of land was given for an academy building by Colonel Dutton and John Blunt, and a considerable amount of money was raised by subscription among the citizens.^a The opening of the academy, with its public exercises, was an important occasion in the history of the town and county.

By similar proceedings subsequent charters were obtained, grants of land made, subscriptions raised, and academies put into operation in many other towns. Twenty-three such academies had been founded prior to the separation of Maine from Massachusetts in 1819. These had received from the parent State 253,955 acres of wild land as the foundation of their endowment and to meet ordinary expenses.

The new State of Maine continued the same liberal policy toward this class of schools, chartering 44 academies between 1820 and 1851, and giving 332,980 acres of land and \$20,000 in money for their support.^b

In many of these academies instruction was maintained continuously through the year. Others were in session only in the spring and fall, when the common schools were not open. The opportunity thus afforded for advanced instruction was highly prized, and the

^a Educational Institutions in Maine while a District of Massachusetts. By J. T. Champlin. (Maine Hist. Soc. Collections, vol. 8.)

^b Report of the Maine board of education for 1851.

Report of the State superintendent of schools, 1876. (W. J. Corthell.)

desire for a higher culture than the town school could provide was awakened and fostered by them. Young women were not admitted to the earlier academies, probably because the state of public opinion prior to 1815 did not require them to be highly educated or to be instructors except in schools for young children. The Cony Female Academy at Augusta was chartered in 1818, and this fact is indicative of the change of opinion in respect to the higher education of women.

Up to 1876 the chartered academies had received from the State \$40,860 additional to \$190,000 received from sales of lands donated. This amount had been further increased by subscriptions from private individuals, making the total endowment of academies \$364,307.

The gradual improvement in the public-school system of the State destroyed the monopoly of higher education previously enjoyed by the academies. High schools established in all the large cities and towns, affording free instruction in higher branches of learning, caused a falling off in the patronage of neighboring academies.

The legislature of 1860 made provision for establishing normal departments in 18 academies, and the small appropriations of money granted for this purpose were applied to increase the efficiency of the instruction.

Resolves requiring returns to be made by these academies to the superintendent of schools were passed in 1861, but it was found almost impossible to secure compliance with the law. In 1865 only 12 out of 67 academies made returns.

The State superintendent in 1871 received, in response to inquiries made by order of the legislature of that year, reports from only 37 chartered literary institutions, which are tabulated in his report. He found from a study of these returns that while some of the highest seminaries, under denominational care, had become vigorous and prospering, the great majority of them were in decadence, or already defunct. Their resources were insufficient to meet the annual expenditure of schools of high grade, and hence frequent applications for aid from the State continued to be made. The superintendent advised the discontinuance of appropriations to these academies, and that an attempt be made to absorb the academy system into a general system of free high schools. In several cases where the trustees of academies had found their resources insufficient to support a school they had transferred the income of the academy to the public school funds, thus furnishing academy privileges free of tuition. At the same time a tendency was observed on the part of some academies to transfer to private enterprises the funds and equipment bestowed by the State for the public benefit.

The passage of the act in aid of free high schools in 1873, by granting State aid to towns which maintained schools of high grade, lessened the patronage of the old academies and hastened their decline. A few of the best endowed of the academies were allowed, for a few

years, to furnish instruction to pupils where no high school existed, and to draw money from the State under the terms of this act. When the number of such pupils became large enough to warrant the establishment of a high school under the direct control of the town, the academies lost this source of revenue. Many of the smaller schools, or those located in districts where the changed circumstances had reduced the number of scholars desirous of an academical education, availed themselves of the "act to enable academies to surrender their property to cities, towns, or plantations for the benefit of free high schools." Under this act the trustees were empowered to transfer all the property and funds of any academy to the proper municipal officers for the purpose of maintaining a free high school. Of 35 academies making returns in 1871 to the State superintendent, 26 report their income not sufficient to maintain the school. Occasionally, as in the case of Hampden Academy, the town has been authorized to raise by taxation a small sum in aid of the academy. The town of Hampden was authorized by the legislature of 1887 to raise \$2,000; in 1891 the same town was empowered to receive and hold in trust funds of Hampden Academy not to exceed \$25,000.

From time to time a few academies have obtained from the legislature an annual grant for a period of years on condition of maintaining a school of high grade at least ten weeks in the year. The legislature of 1891 was exceedingly bountiful in this respect. Fourteen academies were granted an annual gift of \$500 each for ten years, 2 were given \$800 for ten years, and 1 \$300, making \$89,000 for that period.

The following table presents a list of the academies incorporated by the State, with the date of incorporation. Those not in operation are indicated by an asterisk (*).

Incorporated academies of Maine.

Name.	Where located.	In- corpo- rated.	Remarks.
Hallowell Academy *	Hallowell	1791	Merged in Hallowell Classical and Scientific Academy.
Berwick Academy	South Berwick	1791	
Fryeburg Academy	Fryeburg	1792	
Washington Academy	East Machias	1792	
Portland Academy *	Portland	1794	
Lincoln Academy	Newcastle	1801	
Gorham Academy *	Gorham	1803	Maine Female Seminary in 1866; now merged in normal school.
Hampden Academy	Hampden	1808	
Bluehill Academy	Bluehill	1808	
Hebron Academy	Hebron	1804	
Bath Academy *	Bath	1805	Merged in high school
Farmington Academy *	Farmington	1807	Now a normal school.
Bloomfield Academy *	Skowhegan	1807	Now the high school
Warren Academy *	Warren	1808	
Belfast Academy *	Belfast	1808	Conveyed to the city in 1852.
Bridgton Academy	Bridgton	1808	
Bath Female Academy *	Bath	1808	Extinct prior to 1851
Wiscasset Academy *	Wiscasset	1808	Extinct in 1861
Monmouth Academy	Monmouth	1808	
Limerick Academy	Limerick	1808	
North Yarmouth Academy	Yarmouth	1811	Now Yarmouth Academy.
Thornton Academy	Saco	1811	Formerly Saco Academy
Young Ladies' Academy *	Bangor	1814	Extinct prior to 1861
Cony Female Academy *	Augusta	1814	Now Cony high school
China Academy *	China	1818	Conveyed to district in 1867

Incorporated academies of Maine—Continued.

Name.	Where located.	Incorporated.	Remarks.
Maine Wesleyan Seminary	Kents Hill	1821	
Gardiner Lyceum*	Gardiner	1822	
Brunswick Academy*	Brunswick	1823	Extinct prior to 1851.
Foxcroft Academy	Foxcroft	1823	
Anson Academy	North Anson	1823	
Oxford Female Academy*	Paris	1827	Never in operation.
Dearborn Academy*	Buxton	1828	Organization not permanent.
Cherryfield Academy*	Cherryfield	1829	Used for town schools.
Alfred Academy*	Alfred	1829	
Westbrook Seminary	Westbrook	1831	
Titcomb Academy*	North Belgrade	1831	
Eastport Academy*	Eastport	1832	
St. Albans Academy*	Hartland	1832	Building used for town schools.
Parsonsfield Seminary	North Parsonsfield	1833	
Lee Meadows Academy*	Weld	1833	Never organized.
Union Academy*	Kennebunk	1834	Property distributed.
Falmouth Academy*	Falmouth	1834	Extinct prior to 1851.
Sanford Academy*	Sanford	1834	School not established.
Lewiston Falls Academy*	Danville	1834	In 1866 Edward Little Institute.
Vassalborough Academy*	Vassalboro	1835	
Waterville Liberal Institute*	Waterville	1835	
Gould's Academy	Bethel	1835	
Freedom Academy	Freedom	1836	Occasionally open; no funds.
Athens Academy*	Athens	1836	Now Somerset Academy.
Livingston Academy*	Richmond	1836	Extinct prior to 1851.
Waldoboro Academy*	Waldoboro	1836	
Calais Academy*	Calais	1836	City high school.
Norridgewock Female Academy*	Norridgewock	1836	
Charleston Academy	Charleston	1837	Now Higgins Classical Institute
Clinton Academy*	Benton	1839	
Elliot Academy*	Elliot	1840	
Waterville Academy	Waterville	1842	Now Coburn Classical Institute.
Litchfield Academy	Litchfield	1844	
Dennysville Academy*	Dennysville	1845	
Monroe Academy*	Monroe	1845	
Brunswick Seminary*	Brunswick	1845	Existence nominal in 1851.
Brewer Academy*	Brewer	1845	
Newport Academy*	Newport	1845	
St. George Academy*	St. George	1845	
Lee Normal Academy	Lee	1845	
Thomaston Academy*	Thomaston	1845	Sold to the city, 1867.
Somerset Academy	Athens	1846	
Mattawcook Academy	Lincoln	1846	
East Corinth Academy	East Corinth	1846	
Houlton Academy	Houlton	1847	Now Ricker Classical Institute.
Patten Academy	Patten	1847	Conducted as a high school.
Monson Academy	Monson	1847	
Litchfield Liberal Institute*	Litchfield	1847	
Union Academy*	Oldtown	1848	
Limington Academy*	Limington	1848	
Standish Academy*	Standish	1848	
Bucksport Seminary	Bucksport	1849	East Maine Conference Seminary, 1850.
Norway Liberal Institute*	Norway	1849	
Oxford Normal Institute*	South Paris	1849	
East Pittston Academy*	East Pittston	1850	
Lebanon Academy	Lebanon	1850	
Yarmouth Institute*	Yarmouth	1851	
Corinna Union Academy	Corinna	1851	
Towle's Academy*	Winthrop	1852	
Oak Grove Seminary	Vassalboro	1852	New charter, 1857.
Maine State Seminary	Lewiston	1855	Now Bates College.
Presque Isle Academy*	Presque Isle	1855	Property sold, 1863.
West Gardiner Academy*	West Gardiner	1859	
Harpwell Academy*	Harpwell	1859	
Greely Institute	Cumberland	1859	
Richmond Academy*	Richmond	1861	Now high school.
Paris Hill Academy	Paris	1861	
Maine Central Institute	Pittsfield	1865	
Wilton Academy	Wilton	1865	
Augusta Academy*	Augusta	1867	
Passadunkow Academy*	Passadunkow	1867	Not organized.
Hallowell Classical and Scientific Academy*	Hallowell	1872	
St. Dennis Academy*	Whitefield	1872	Not in operation.
Dixfield Academy*	Dixfield	1863	Not organized.
Van Buren College	Van Buren	1867	Catholic school.
George Stevens Academy	Bluehill	1861	
Higgins Classical Institute	Charleston	1861	
Bridge Academy	Dresden	1861	

CHAPTER X.

BAPTIST ACADEMIES.

1. COBURN CLASSICAL INSTITUTE.

The Coburn Classical Institute is centrally located in the city of Waterville, and is one of the most prosperous of the system of preparatory schools of Colby College. It had its origin in the desire of the trustees of the college to have a classical academy to prepare young men for entrance upon collegiate studies. A Latin school had previously been maintained in one of the college buildings. Hon. Timothy Boutelle gave the land, and President Chaplin solicited the funds for a small brick building, in which the school went into operation in the fall of 1829, under the charge of Henry W. Paine, then a member of the senior class in the college. Being regarded as an appendage to Waterville College, no act of incorporation was sought, and its affairs were managed entirely by the trustees of the college. The college catalogue of 1830-31, printed in 1830, refers to it in these words:

The academy, completed during the past year, is under the direction of a committee appointed by the trustees of the college. It contains between 40 and 50 pupils. The preceptor is a gentleman of high literary and scientific attainments. Good board, washing, lodging, fuel, and lights can be obtained in private families for from 7 to 9 shillings per week.

A catalogue of the academy published at the end of the year gives the names of 61 students, chiefly from Waterville. Mr. Paine being compelled to give up teaching in May, 1830, the term was finished by Mr. Robert W. Wood, who was followed in the autumn by George I. Chace, afterward professor in Brown University. He was an exact, conscientious teacher and severe disciplinarian. In the summer of 1831 Henry Paine, a graduate of Waterville in the class of 1823, who had acquired a high reputation as preceptor of the Monmouth Academy, was secured as principal. In his first term 50 of the 60 students were studying Greek or Latin. He continued in charge of the school until 1835, and has left the reputation of a laborious and beloved teacher. The attendance in 1834 had increased to 205. For several years after his resignation the academy had no permanent principal. Among those whose services are best remembered are Lorenzo B. Allen, afterwards president of Burlington University, Iowa, an excel-

lent classical scholar; and Charles R. Train, since attorney-general of Massachusetts. Mr. Allen resigned in 1837. Nathaniel B. Rogers, a nephew of Mr. Boutelle, taught a short time in 1839. The next two academical years the academy was closed, but revived again in the spring of 1841 under the direction of Mr. Charles H. Wheeler, then a student in the college, who taught two terms.

In the winter of 1841-42 the trustees of the college made arrangements to relinquish the exclusive control of the academy. An act of incorporation was obtained February 12, 1842, and the school passed under the control of a new board of trustees, residents of the town, the college still retaining the title to its real estate, and only stipulating that a classical school should be permanently maintained. The incorporators were Samuel Plaisted, M. D., president; Stephen Stark, secretary; Zebulon Sanger, treasurer; together with Stephen Thayer, M. D., Johnson Williams, Harrison A. Smith, Amasa Dingley, David Garland, Samuel Taylor, jr., and Edwin Noyes. The several religious societies of the community were represented in this local board of trustees, and it was expected that efficiency and permanence might be secured by enlisting their interest at a time when several schools of similar grade had sprung up in the vicinity.

The first teacher under the new board was Mr. Nathaniel Butler, who took charge of the school for a short time directly after his graduation from college in August, 1842. His pupils recall the interest he awakened in the study of geography by requiring the novel exercise of map drawing. Permanence was not secured, however, until James H. Hanson, who had been teaching in Hampden for the year following his graduation at Waterville in 1842, was engaged to take charge of the academy in the autumn of 1843. In the words of the biennial catalogue of November, 1845, "a man was sought to take charge of the academy who would devote his life to the sole business of teaching. With this understanding the present principal was employed." The compact has been faithfully carried out, and Dr. Hanson, after continuous service in the schoolroom, though not always at Waterville, is [1892] the honored principal of the same school where half a century ago he began his labors with but 6 pupils. Though the attendance rose to 25 during the term, Mr. Hanson found himself minus \$40 by his term's work, the school having no endowment and only small tuition fees to recompense the teacher. Another term passed with similar fortune, and Mr. Hanson was about to abandon the attempt to continue the existence of the academy when the trustees succeeded in an earnest effort to raise money and pupils sufficient to requite the labors of the principal.

From this date the condition of affairs improved rapidly. The catalogue issued in 1845 shows a total of 139 different scholars in the two years and pronounces the result of the attempt to revive the academy as "more flattering than its warmest friends could have

anticipated." The classical department had 47 students, all the instruction being given by the principal.^a

In 1845 Miss Roxana F. Hanscom was engaged as preceptress and the second story of the building fitted up to receive the female pupils, who numbered 125 in 1848. In 1851 there were 359 pupils enrolled. An attempt was made in 1852 to raise \$700 by subscription to make some needed repairs. The response was feeble, and the principal had to bear the expense himself. The interest of the local board of trustees had died out and the burden of the school was borne by Mr. Hanson alone. Worn down by the severe labor and care, he relinquished his post in 1854 to Mr. George B. Gow, and became principal of the high school in Eastport and afterwards in Portland. Mr. Gow remained until the summer of 1855, when Mr. James T. Bradbury succeeded him, a superior scholar and teacher. Mr. Isaac S. Hamblen took the school in the winter of 1857-58 and withdrew from it at the end of the spring term of 1861. According to the length of service, Mr. Hamblen's term was one of the most prosperous periods in the history of the academy. The average attendance was 218 and the number fitted for college 49. With his health much impaired by the excessive labor of his position, this earnest Christian educator dared remain no longer.^b

During the eleven years following, Waterville Academy had seven principals, while the patronage of the institution steadily declined. Mr. Ransom E. Norton taught one term in 1861, and his successor, Randall E. Jones, taught three terms. In the trying period of the civil war, from 1862 to 1865, Mr. John W. Lamb, an experienced preceptor, maintained the high rank of the school, but with diminishing attendance. Mr. Augustus D. Small taught two terms in 1865 with a good degree of success.

Meantime, many other academies in the State had suffered from the decline of public interest in them, and had either failed or been merged in the free high schools. It was noticed that fewer young men were coming to college from these schools than had been previously sent out by the academies. President Champlin, of Waterville College, was deeply impressed with the vital importance of a system of classical academies as feeders to the college. He matured plans to build up such a system, beginning with the academy at Waterville.

"The project of twenty-five years before," says Dr. Gow, "to give the academy an existence, independent of the college, had proved futile. Without funds, the trustees were not inclined to exercise authority

^aCatalogues of Waterville Academy, 1830, 1831, 1834, 1845, 1848, 1851, 1853, 1854, 1861.

^bSemicentennial of Waterville Classical Institute, 1879; addresses of William Mathews, LL. D., and Rev. George B. Gow, D. D. Printed in the Waterville Mail of July 11, 1879.

over the school, so that their work, after having brought Mr. Hanson to Waterville in 1843, was little more than to appear in print on the first page of the catalogue, and to head subscriptions for repairs on the academy building. The trustees of Waterville College still held the real estate of the academy, and the faculty of the college was its natural guardian. It seemed better, therefore, that the first step toward reinstating the school should be to restore it to its original relation to the college. Several of the trustees of the academy had died and their places had not been filled. The survivors, at the suggestion of Dr. Champlin, readily resigned their positions, having first made over their trust to the trustees of the college. At the same time the name of the school was changed to Waterville Classical Institute." This title appeared for the first time on the catalogue for 1865-66. In addition to the college preparatory course, a three years' collegiate course for young ladies was created. This course was, in 1869, extended to four years, and by an act approved February 19, 1869, authority was given to confer upon those who complete this course "the collegiate honors and degrees that are generally granted by female colleges." The degree of baccalaureate of letters is accordingly conferred on graduates.

Mr. Hanson was recalled from Portland, where he had been for six years the honored head of the boys' high school, and opened the institute thus reconstructed in the Autumn of 1865. The repute of the school was at once restored and an attendance of 272 was reported for that year. The number of graduates from the college preparatory course increased yearly, until in 1878 it was 33. The first class to receive the degree of B. L. from the ladies' collegiate course was that of 1868. About three-fourths of those prepared for college at once entered Colby University. Four hundred young men received their training for college at the academy during its first half-century.

Among those who have filled the position of preceptress may be mentioned Miss Roxana F. Hanscom, 1845 to 1851; Miss Mary E. Field (now Mrs. Hanson), 1851 to 1855, and since then a frequent assistant; Miss S. E. Thompson (afterwards Mrs. Hamblen), Miss Amanda S. Ham, Miss Harriet C. Woodman (now Mrs. Stanton), Mrs. Samantha Wilson (now Mrs. Crosby), Miss Sarah R. Ricker, 1868 to 1885; Miss Harriet L. Estey (now Mrs. Hinds), 1885 to 1891.

At the annual meeting of the Maine Baptist Education Society at Bath, in 1872, it was voted, on motion of President Champlin, of Colby University, "That it is expedient that an effort be made to endow Waterville Classical Institute by starting a subscription to raise for it a fund of \$50,000." The same society appointed a committee in 1873, to confer with the trustees of Colby University, which led to the passage of resolutions by that board recommending "that an earnest effort be made to raise \$100,000 at the earliest day practicable, for the endowment of three preparatory schools, one of which

shall be located at Waterville, one at some place in the eastern section of the State, and one in the western.^a

Dr. Hanson and Prof. Moses Lyford were appointed a committee to secure pledges for this endowment. The matter was urged upon the attention of Ex-Governor Abner Coburn, of Skowhegan, and in April, 1874, a letter was received from him, pledging \$50,000 to endow the academy at Waterville on condition that \$50,000 be raised for the other two schools proposed. Rev. A. R. Crane was engaged to solicit subscriptions and succeeded in raising the necessary amount within the two years following. A plan of organization for the three academies, defining their relations to Colby University, was prepared by Dr. Champlin and adopted by the trustees.

The Waterville Classical Institute still occupied the old academy building which had been enlarged several years before, and was then out of repair and insufficient to meet the demands of the endowed school. The need of a modern building was brought to the attention of Governor Coburn in 1882, shortly before the sudden death of his brother and partner, Hon. Stephen Coburn, who with his son Charles was drowned near their home on the afternoon of July 4. As an enduring monument to their memory, Governor Coburn erected, at an expense of \$38,000, the beautiful structure in which the classical institute now finds ample accommodations for its educational work.

The memorial building is of brick with brown freestone trimmings. Its general style of architecture is the Queen Anne, but the Moorish style has been happily united with the English in the tower and some of the ornamentation. It is situated on Elm street at the head of Temple, and covers the site of the former building. It is 115 feet long, 56 feet wide, and three stories high, with two side wings. An octagonal tower at its northeast corner is 125 feet in height to the vane surmounting it, while from the center rises the turret and dome of the observatory. The main entrance faces Elm street, and is reached through a brick portico which has a freestone balustrade in front and stone steps at either side. Above the balustrade is an arch over which the name of the school is inscribed on a tablet of freestone.

Besides the main entrance there are two other general entrances at either end of the main hall, leading out through ornamental porticos, the arches of which are supported by Corinthian columns of freestone. In the main gable is an elegant window composed of 511 panes cut in different shapes. The roof is at a sharp angle and is covered with slate.

Within the building on the first floor are the recitation rooms of the principal and lady principal. A sliding glass partition permits them to be thrown into one room 52 by 56 feet in dimensions. The tower contains a room designed for the principal's study, and one for

^a Biographical sketch, by Rev. H. S. Burrage, D. D., in *Memorial of James T. Champlin*, 1890, p. 14.

a reading room. Across the hall are two rooms 24 by 26 feet, for the primary department, with doors leading from them directly to the playgrounds in the rear. Three stairways lead to the second story from different halls. In this story is the cabinet of natural history, the chemical and philosophical recitation and apparatus rooms, two assistant's rooms, and the library. In the third story is the chapel and public audience room, with a small gallery and a stage or platform. Music and art rooms are on the same floor. Numerous ante-rooms are found on each floor, convenient for coat rooms.

Between the floor timbers concrete is laid for the double purpose of deadening the sound and preventing the spread of fire. The heating apparatus in the basement consists of two 16-foot boilers, which connect with 54 radiators in all parts of the building. The basement is also supplied with two sets of water-closets connected with the water supply and sewer system of the city. This important feature of every school building was thoroughly renovated and improved in 1892. A cement floor, good light, and ventilation render the basement dry and useful for a variety of purposes. The interior finishing is in hard wood and Southern pine. In the construction were used 710,000 bricks and 7,000 lights of glass.

The whole was erected under the supervision of Hon. E. F. Webb, Rev. Joseph Recker, D. D., and Hon. Moses Giddings, the building committee of the trustees of Colby University. The architects were Fassett & Stevens, of Portland; the contractors, J. and J. Philbrook, of Lisbon, and the masonry was done by Norton & Purinton.^a From **whatever point of view may be chosen it is a beautiful edifice, and deserves to be classed among the finest school buildings in New England.**

The semicentennial of the institution was duly celebrated July 1-3, 1879, with appropriate exercises, including historical addresses by Prof. William Mathews, LL. D., one of the pupils of 1829, and by Rev. George B. Gow, D. D., a former pupil, assistant, and principal. A large number of graduates were present, and after-dinner speeches were made by Hon. Henry W. Paine, LL. D., of Boston, the first principal; Hon. Ex-Governor Nelson Dingley, M. C., a former pupil; and others.

Rev. Asa L. Lane, A. M., was in 1876 appointed teacher of natural sciences and mathematics, in which department he has rendered valued service until the present time. Other assistants for shorter periods have been: Misses Ella Stevens, Helen A. Hodgkins, Annie E. Patten, Mary C. Low, Mary E. Plummer, Ollie W. Smiley, Philena N. Folger, A. M. Taylor, Martha F. Rice, Sophia M. Hanson, Helen F. Plaisted, Julia E. Winslow, Mattie E. Harris, Alice E. Sawtelle, and Mary A. Sawtelle.^b

^a Boston Journal, corrected by the Waterville Mail, March 7, 1884.

^b Catalogues of Waterville Classical Institute, 1865-66 to 1881-82, inclusive; catalogues of Coburn Classical Institute, 1882-83 to 1891-92, inclusive.

THE LYFORD OBSERVATORY.

Through the liberality of Mrs. Mary D. Lyford and her son, Edwin F. Lyford, now of Springfield, Mass., an observatory dome was added to the institute building in 1889 and equipped with a 6-inch equatorial telescope, of which the object glass was made by Alvan Clark & Son, of Cambridge, Mass., and the mounting and driving clock by Fauth & Co., of Washington, D. C. The instrument is a very fine one and is a valuable addition to the working apparatus of the school. It is inscribed: "To the memory of Moses Lyford, LL. D., for thirty years professor of astronomy in Colby University."

LIBRARY.

The institute has already a collection of books received by gift and occasional purchases, and numbering about 1,200 volumes. By bequest of the late Mrs. Helen B. Noyes, whose father gave the site for the original academy, the institute now possesses a library fund of \$2,500 in memory of Hon. Timothy Boutelle.

ADMISSION TO COLBY COLLEGE.

Graduates from the classical course of the institute are admitted to Colby College without further examination on the certificate of the principal that they have attained an average scholarship of at least 70 per cent in each of the preparatory studies, this certificate being granted with the approval of the faculty after attendance upon the examinations.

Governor Coburn died January 4, 1885. Among his generous public bequests of over \$1,000,000 was one for Waterville Classical Institute, to round out the sum of his benefactions here to the sum of \$100,000.^a The invested endowment funds of Coburn Classical Institute, in charge of the treasurer of Colby University, now amount to \$53,919.65, including the Hanson Beneficiary Fund of \$468.32 and the Sarah R. Ricker Memorial Fund of \$105.08, subscribed for the purposes indicated, by the graduates of the institute.^b

The annual catalogue of the institute for 1891-92 enumerates 92 students in the classical department, an average attendance of 108 each term in the English department, 57 in the college preparatory course, 27 in the ladies' collegiate course, and 8 in the English and scientific course. The roll of graduates is also given, amounting to 120 between the years 1866-1875, 250 between 1875-1885, and 152 from 1886 to 1892, inclusive. From the ladies' collegiate course 53 graduated in the period 1868-1875, 74 between 1876 and 1885, and 43 from 1886 to 1892, inclusive.

^aLife of Abner Coburn, by C. E. Williams, 1885, page 159.

^bColby University, treasurer's report, June 1, 1892.

2. HEBRON ACADEMY.

This important classical school is located in the town of Hebron, in Oxford County. It is one of the oldest academies in Maine, having been chartered by the general court of Massachusetts, February 10, 1804. The original incorporators were Rev. James Hooper, of Paris; Ezekiel Whitman, of New Gloucester; Dr. Cyrus Hamlin, of Paris; Samuel Parris, of Hebron; John Greenwood, of Hebron; Dr. Luther Cary, of Turner; Dr. Jesse Rice, of Minot; Rev. John Tripp, and Dea. William Barrows, of Hebron.

The corporators organized June 6, 1804, choosing John Greenwood, president; and Rev. John Tripp, clerk. The latter continued in office until his death in 1847. Donations for the erection of a school building were solicited, and on September 2, 1805, dedication services were held, at which a sermon was preached by Elder Tripp, and an oration pronounced by Zachariah Soule. The land was given by Joseph Barrows, and, with the building, was then valued at \$1,400.

The school was opened September 3, 1805, with William Barrows, jr., a senior in Dartmouth College, as preceptor; and Bezaleel Cushman as assistant. Over 60 pupils of both sexes were in attendance.*

The first academy building was of wood, one story high. Near the center was a large chimney, with a fireplace on each side. In front of the chimney was an entry, and back of it were folding doors. When these doors were closed the house was divided into two rooms. For general exercises and for worship on the Sabbath the folding doors were thrown open.

In 1807 a grant of 11,500 acres of land was made to the academy by Massachusetts, after the people of the vicinity had shown their interest in the enterprise by raising \$3,000 for its benefit. The grant was located in what is now the town of Monson, and 10,000 acres found a ready sale at 50 cents an acre, thus producing a fund of \$5,000. A large house was now built by Deacon Barrows to accommodate the students, at a cost of about \$3,000. This building was destroyed by fire December 14, 1814, but contributions from friends enabled him to build another of brick, which is still standing.

The academy building, used as a school and house of worship, was burned in 1819, while in use for church purposes. This event led to the erection of a church on land obtained of the academy trustees the next year. The disaster which had befallen the school also led to

*Address of Hon. Percival Bonney, before the Boston Baptist Social Union, March, 1888, June, 1890, and his article in the *Hebron Semester*, vol. 13, No. 1, November, 1891.

ADAM WILSON: Address at semicentennial of Hebron Academy, September 3, 1855.

J. T. CHAMPLIN: Educational Institutions of Maine while a district of Massachusetts, in *Collections of the Maine Historical Society*, vol. 8. Annual catalogues, 1850, 1855, 1883-1890.

endeavors on the part of citizens of neighboring villages to have the academy removed. Such efforts were ineffectual. Deacon Barrows and William C. Whitney, to whose efforts the school was largely indebted for its establishment, secured the necessary funds and erected a new academy building in 1820. The building was of brick, two stories high, with one schoolroom on each floor. The school had, in 1828, property valued at \$8,000, with an income of \$475. The number of pupils was 30, and instruction was given ten months of the year.^a

A house for the principal was erected in 1829 by Caleb S. Barrows, at a cost of \$800. This building, several times enlarged, is still in use as a dormitory and known as the "trustee house." Owing to defective construction the school building erected in 1820 was taken down in 1845 and a new structure, with tower and belfry, built at an additional cost of \$520. The building was first occupied in 1847. In 1867 a chapel was built for the use of the academy, at a cost of \$1,550, of which citizens of Hebron furnished about \$800. Mr. A. C. Herrick, then preceptor of the academy, was a member of the Maine legislature for 1868. Upon his representations of the good work of the school and the generous interest of the citizens in the erection of the chapel, the legislature appropriated the income of \$1,000 for the benefit of the academy.^b

At the Baptist State convention held at Bath in June, 1872, President J. T. Champlin, of Colby University, presented the subject of endowing the Waterville Classical Institute, and also of establishing two other academies as feeders to the university—one in the eastern and one in the western part of the State. The matter was referred to a committee, of which Rev. W. H. Shailer, D. D., was chairman. This committee subsequently reported, advising that the sum of \$100,000 be raised for the endowment of three preparatory schools, the money to be held by the university and the interest paid to the treasurers of said schools.

The trustees of Hebron Academy, which, founded and maintained by Baptists, had long furnished its quota of students to the college at Waterville, at once took action to secure the adoption of Hebron as the location of the western school. The preceptor, Mr. J. F. Moody, and Rev. Isaiah Record, of Turner, appeared before the trustees of Colby University in July, 1874, advocating the claims of Hebron Academy. The claims were recognized and Hebron was selected. Mr. Gardner Colby was so impressed by the recital of the past history and future promise of the academy, that he voluntarily offered \$500 toward the current expenses of the academy for the year.

Of the \$100,000 academy-endowment fund raised by Colby University, \$25,000 was in 1883 assigned to Hebron Academy. Many of the

^a M. Greenleaf. *Survey of the State of Maine, etc.*, 1829, p. 369.

^b *Resolves of Maine*, vol. 10, chap. 278, p. 205.

EDUCATION IN MAINE.

and designated this academy as their choice. During
Hon. Hannibal Hamlin gave \$1,000 as a library fund,
W. Kingsley, of Cambridge, Mass., founded the Kings-
ley of \$500, and Mr. David Anderson and his wife, of
Cambridge, bequeathed the sum of \$10,000 to Hebron Academy,
which became its property in 1890.
It was necessary to provide better buildings for the acad-
emy, and to the appointment of the trustees of the academy,
Hon. J. B. Conner, Rev. S. D. Richardson, and Principal W. E.
Ward, considered the wants of the school in this respect before the
Board of University at their annual meeting in 1886. The
president Hamlin heartily supported this committee.
Mr. B. F. Stone, of Jamaica Plain, Mass., a liberal contributor
to benevolent enterprises of the Baptist denomination, was present
for the first time at this meeting of the Colby trustees. During sev-
eral months prior to the meeting his attention had been especially
directed to the subject of academic education. He had previously
contributed largely to Vermont Academy, and had given \$2,000 to
the academy-endowment fund; one-half designated for Hebron Acad-
emy. Governor Coburn had erected three years before a \$50,000 edifice
for the classical institute at Waterville, and Mrs. Catherine
Wording at this meeting had announced her gift of \$30,000 for a
building for Houlton Academy, the Eastern school. Mr. Sturtevant
subscribed, December 1, 1886, \$10,000 for an academy building at
Hebron provided subscriptions for the purpose, including this, should
be obtained to the amount of at least \$40,000.

Rev. C. M. Emery was appointed financial agent of the academy in
April, 1887, and continued faithfully at work until July 1, 1889. The
pupils of the old academy, scattered from the Atlantic to the Pacific,
and some in foreign lands, responded nobly and met the condition
imposed by Mr. Sturtevant, bringing up the subscriptions to \$45,736,
of which Mr. Sturtevant gave \$12,500. As a result of this movement
the academy will receive, under the will of Mrs. Catherine L. Word-
ing, who died January 24, 1890, the sum of \$5,000, and by bequest of
Mr. Josiah W. Cook, of Cambridge, who died December 5, 1891, will
probably receive \$30,000.

The contributions to the \$40,000 subscription came from 875 per-
sons. Maine contributed \$13,585.95, while \$26,936.48 came from
Massachusetts, \$1,816.40 from New Hampshire, and \$3,032 from New
York. The contributions of citizens of Maine and natives of Maine
residing in other States amounted to \$33,000. Next to Mr. Sturtevant,
the largest donor was Seth M. Milliken; then follow Hon. C. W.
Kingsley, Hon. E. S. Converse, Deacon J. W. Converse, John H.
Roberts, Alvin Record, and others.

In 1889 Mr. Edwin S. Dunham, a descendant of Deacon William

Barrows and member of the board of trustees, generously donated to the corporation the lot of land upon which the academy building now fronts.

A house for the principal has been built at a cost of \$4,700. An elegant and commodious school building, named "Sturtevant Hall," in memory of the largest donor, who died April 17, 1890, has been erected and furnished under the supervision of Judge Bonney, chairman of the building committee, at a cost of \$29,000. It stands on an elevation facing the south and presents a fine front, visible for miles around. The building is of brick, two stories high, with a broad tower in the center. On the first floor are the assembly room, which will seat about 400, the dressing rooms, library of 1,000 volumes, reading room, and scientific department.

The principal's room is in the tower, on the second floor, in communication with all parts of the building by electric bells. On this floor are the mathematical and classical rooms, with study rooms for the use of the students. The art room and music room are on the third floor. The whole building is heated by steam and supplied with water. The furnishing of the various rooms is complete, making a school building such as can hardly be surpassed in the State. The architect was Mr. John Calvin Stevens, of Portland. Sturtevant Hall was dedicated with appropriate exercises June 23, 1891. An oration was pronounced by Rev. A. K. P. Small, D. D., of Portland, and remarks were made by Hon. Mark H. Dunnell, of Minnesota, both of whom had served as principals of the academy.

Addresses were also given by President A. W. Small, of Colby University, Principal Purington, of Farmington Normal School, Hon. George F. Emery, and others, following the historical address of Hon. Percival Bonney, who presided on that occasion, and the sermon to the graduating class by Rev. Francis W. Bakeman, D. D., of Chelsea, Mass.

The board of instructors for 1892 is: William E. Sargent, A. M., principal; Isabella D. Thompson, A. B., preceptress; Charles W. Spencer, A. B., sciences and music; Nellie L. Whitman, mathematics; A. R. Crane, D. D., Biblical literature; Meda A. Gilbert, preparatory department; Lillian G. Stevens, elocution; Mrs. A. H. Brainard, drawing and painting.

The senior class contains 19 members, of whom 6 are in the college preparatory course; the junior class of 22 has 6 in that course; the sophomore class numbers 38, and the freshman class 15. These, with a preparatory class of 24, make the total of attendance in the fall term of 1891, 118. The graduates from the college course are admitted without further examination to Colby College.

Hebron Academy has been in operation every year since 1805. In that period it has had 34 preceptors: Wm. Barrows, jr., 1805, 1806,

and 1812; Mr. Parmalee, 1806; Mr. Weeks, 1806; Thomas Fessenden, 1809-1811; James Merrill, 1811; John Eveleth, 1814-1816; Stephen Emery, 1817; M. B. Sargent, 1817, 1818; Israel W. Bourne, 1818; Moses Emery, 1819; Ephraim Tripp, 1822, 1823; William A. Lane, 1823; Stephen Coburn, 1824; Simeon Perkins, 1824-1832; Dudley P. Bailey, 1832; Isaac Palmer, 1833; Jacob L. Mitchell, 1834-1836; Ebenezer Dole, jr., 1836; Josiah A. Bearce, 1837; Ozias Millett, 1838-1844; B. F. Parsons, 1844-1847; G. G. Fairbanks, 1847-1849; A. K. P. Small, 1849-1851; George M. Staples, 1851; Mark H. Dunnell, 1852-1855; Gowen C. Wilson, 1855; Charles J. Prescott, 1855-1857; Selden F. Neal, 1857-1860; Joseph F. Elder, 1860; A. C. Herrick, 1861-1871; J. F. Moody, 1871-1879; E. A. Daniels, 1879-1881; W. W. Mayo, 1881-1885; since 1885 William E. Sargent.

3. RICKER CLASSICAL INSTITUTE.

I. HOULTON ACADEMY.

This is the third fitting school connected with Colby College, and is situated at Houlton, in Aroostook County. A charter for an academy at this place was granted by the legislature of Maine, March 29, 1837, but no school was established under it. Ten years later another charter was obtained and approved June 14, 1847. The corporate trustees of Houlton Academy, then chartered, were Joseph Carr, jr., Leonard Pierce, Zebulon Ingersoll, John Hodgdon, Jeremiah Trueworthy, Shepard Cary, Zenas P. Wentworth, and Benjamin L. Staples.

Their first meeting was held on the 3d day of July, 1847, when John Hodgdon was chosen president and Benjamin L. Staples secretary.

By a resolve approved July 31, 1847, the academy received a grant of a half township of land in Aroostook County, afterwards designated as township 14 in range 3, on condition that the corporation, prior to October, 1849, should have furnished a good and convenient academical building, have commenced a school therein, and should have possession of corporate property to the amount of at least \$1,000. The proceeds of the sale of this land, held in trust by the State treasurer, is \$2,000, upon which the State pays 6 per cent interest.*

At a meeting of the trustees, August 16, a committee, consisting of Shepard Cary, Jeremiah Trueworthy, and John Hodgdon, was appointed to select a suitable site and procure a draft of an academy building. Land was purchased of Collins Whittaker, and a building erected in 1848. The school opened with Mr. Milton Welch as principal, in the fall of the same year, and continued under his instruction until 1851. The second story of the building was used as a court room

* Resolves of Maine. Census Bulletin No. 162, February 13, 1892.



RICKER CLASSICAL INSTITUTE, WORDING HALL, HOULTON.

for several years until a court-house was built. The school was confined to the lower story for about twenty years.

In 1868 Principal Fernald was requested to procure and submit to the trustees plans for a new building. In October of the same year Benjamin L. Staples, Theodore Cary, and Francis Barnes were chosen a committee to enter into a contract for the erection of the building. Mr. George M. Harding, of Portland, was the architect and Mr. John Wadsworth, builder, completing the new academy in 1870, at an expense of about \$6,500.^a

A course of study of three years length was established in 1870. In 1874 the trustees accepted a proposition to give their property in trust to Colby University on condition that an endowment of \$25,000 be raised, and in 1877 the academy became the eastern fitting school of that college.

In July, 1886, Mrs. Catherine L. Wording made a gift of \$30,000 for the purpose of erecting an academy building as a memorial of her late husband, Hon. William E. Wording, of Racine, Wis., a native of Castine, Me., and a member of the board of trustees of Colby University, his alma mater, to whose funds he was a liberal contributor. Judge Wording died at Fargo, N. Dak., January 23, 1886.

WORDING HALL.

This building is situated on the corner of Military and High streets, upon high ground, near the center of the village. It is constructed of brick, with freestone trimmings. John Calvin Stevens, of Portland, was the architect and John E. Burrows the contractor. There are two main entrances, one from each street, and a rear entrance. Over the young men's entrance is placed a memorial tablet. On the right of the archway forming the entrance an octagonal tower rises, crowned with an observatory. The ladies' entrance is covered by a brick porch with lattice windows. High above this is a tablet inscribed "Ricker Classical Institute."

The entire building is heated by steam; both the direct system of heating through radiators and the indirect through registers are employed. At the right of the boys' entrance, passing through the coat room, one reaches the main study room. Seven large windows on the north and two on the west admit ample light upon the left and back of the pupils. A large antique fireplace and bookcase in the rear, a piano in front, and pictures on the walls add a home-like appearance. The room is seated with the "Globe" single desks, made of birch and maple, which harmonize with the interior finish. This room is separated from another large study room on the south by sliding windows so arranged that the two rooms can be made into one whenever desired. This room is also well lighted, and the seats

^aCatalogue of Ricker Classical Institute, 1888-89, Appendix.

arranged to bring the light upon the left of the student. From this room doors lead into the class room for modern languages, the ladies' dressing room, and the entrance hall. The rest of the first floor is occupied by a large recitation room for classes in mathematics, a reading room, a library, and the principal's private office, all of which are well furnished and adapted to their special purposes. The corridors are finished in ash. A wide stairway with a broad landing midway leads to the second floor. This floor is occupied mainly by memorial hall, used as an assembly hall, and having a seating capacity of 500. It is finished up into the roof, showing the hard-pine truss work, and has a raised platform in front, and in the rear a gallery entered from the third floor. The beautiful oil paintings of Judge Wording, Mrs. Wording, and their son, who died at the age of 7, hang above the platform. The portrait of Mrs. Wording was presented by Stillman W. McLaughlin, esq., of Grand Forks, N. Dak., and the other two by Mrs. Wording herself.

The class room for chemistry and physics, on the second floor, is very convenient and admirably suited for these recitations. The seats are arranged upon rising platforms overlooking the instructor's table, where experiments are performed. On the right of the teachers' table is a chemical laboratory, supplied with water, and upon the left a room for physical apparatus. There are yet two other rooms upon this floor, one a double room, with folding doors between the two parts, and the other a music room.

The roof is high enough so that three large rooms are finished on the third floor, one of which contains the cases for specimens illustrating natural history and geology, and is used for classes in these subjects; another is designed as an art room, and the third is a spare class room. Entrance to the tower is gained from this floor.

Wording Hall was dedicated with appropriate services June 28, 1888. Hon. Moses Giddings, of Bangor, presided on that occasion. An address in behalf of the citizens of Houlton was given by John B. Madigan, esq., and the report of the building committee by Hon. E. F. Webb, of Waterville. President George D. B. Pepper, D. D., of Colby University, gave an able dedicatory address. Rev. J. B. Thomas, D. D., of Newton Theological Institution, and Rev. Joseph Ricker, D. D., of Augusta, also participated in the exercises.

II. RICKER CLASSICAL INSTITUTE.

The present name of the school was adopted in 1887, in commemoration of the personal gifts and labors of Rev. Joseph Ricker, D. D., of Augusta, for many years the devoted secretary of the Maine Baptist Convention and a prominent member of the board of trustees of Colby College. Through his labors the endowment fund was raised to \$40,000, and the school became part of the educational system of Colby College.

NORMAL DEPARTMENT.

The normal course was introduced at the beginning of the fall term of 1889, and now forms an important part of the school. It is supported by an annual appropriation of \$1,000 from the State and is under the supervision of the State superintendent. Included in this department is the model school, in which pupils test their proficiency by actual teaching.

Eighteen different persons have stood at the head of the school as principals since its organization. Given below are their names and the date at which they began to teach, as nearly as can be ascertained: 1848, September, Milton Welch; 1851, Theophilus C. Abbot; 1852, Lewis L. Record; 1853, William Holt; 1855, September, Milton Welch; 1856, September, Cyrus H. Carleton; 1857, September, Lyman S. Strickland; 1858, December, George B. Towle; 1859, October, J. Quincy Barton; 1862, March, A. Quincy Randall; 1864, March, Ransom Norton; 1865, March, Merritt C. Fernald; 1866, September, Charles H. Fernald; 1871, October, E. R. Thorndike; 1871, December, Nehemiah Ayer; 1872, September, Miss Mattie C. Call; 1874, December, Nathaniel Melcher; 1875, September, William S. Knowlton; 1885, August, Arthur M. Thomas.

The corps of instructors for 1892-93 is composed of: Arthur M. Thomas, A. M., principal, Greek and sciences; Miss Martha B. Russell, preceptress, history and English literature; Reuben L. Ilsley, A. B., Latin and mathematics; Llewellyn M. Felch, principal of the normal department; Miss Mattie E. Knowlen, model school; H. H. Bryant, principal of commercial department; C. D. Daggett, shorthand and typewriting; F. L. Varney, penmanship.

The catalogue for 1892-93 gives the following summary of attendance:

Graduates, class of 1892.....	12
College course.....	48
Academic course.....	11
English course.....	49
Normal course.....	84
Commercial course.....	25
Shorthand and typewriting.....	6
Unclassified.....	19
Preparatory.....	17
Model school.....	25
<hr/>	
Total.....	246
Number in two courses.....	4
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Whole number of students.....	242
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Exclusive of model school:	
Young men.....	97
Young ladies.....	120

Attendance by terms.

	Total attendance.	Model school.
Winter, 1891-92	139	14
Spring	205	18
Fall	143	18
Average	136	17

Average attendance since 1886.

1886	68	1890	89
1887	78	1891	101
1888	79	1892	126
1889	82		

4. HIGGINS CLASSICAL INSTITUTE.

This institute, located at Charleston, in Penobscot County, is the fourth preparatory school of Colby College. Though chartered in 1891, it is the successor of Charleston Academy, which was incorporated in 1837.

Charleston Academy originated with the Penobscot Association of Baptist Churches. At its meeting in 1835 a committee, of which Otis Briggs was chairman, presented a resolve which was adopted, viz:

Resolved, That an academy of a high character ought to be established in this county under the patronage of this association, and that a committee be appointed for this purpose—

Accordingly a committee of 12 was appointed and—

invested with discretionary power to carry forward the object of their appointment as far as they shall deem practicable, and make report of their doings at the next meeting of this body.

At the meeting of the association in 1836 this committee reported at length, through Samuel Garnsey, chairman. As the result of inquiries made in several towns it was finally decided at a meeting held in Corinth, June 21, 1836, to locate the academy at Charleston. Mr. N. G. Norcross presented a large and beautiful lot of land for the necessary buildings, and the sum of \$3,500 was subscribed in aid of the enterprise, chiefly by citizens of Charleston. The committee recommended that steps be taken to secure a charter, which was duly granted by the legislature of 1837. A building, 34 by 48 feet and two stories high, was erected the same year. The report of the committee indicates that the interest of the people of that vicinity was very generally manifested, and concludes with expressing the hope that the "embryo school" may diffuse the blessings of education, morals, and religion throughout every town, village, and hamlet in this new and rising section of our State."

Minutes of the Penobscot Baptist Association, for 1835, 1836, 1837.

By the terms of the charter two-thirds of the trustees of the academy were to be chosen by the Penobscot Association. The minutes of that body for 1837 record the report of the committee on incorporation, and the resolve commending the school to patronage. Mr. Samuel Silsbee, a recent graduate of Bowdoin College, was the first preceptor. He was followed in 1838 by Mr. E. M. Thurston, from Waterville College, who continued in charge of the school until 1844. The academy soon acquired a reputation for excellence which attracted students from all parts of the State. Mr. Thurston afterwards rendered important educational service as secretary of the State board of education.

The Maine Baptist Theological Association established a theological institution in connection with Charleston Academy for a short time in 1838. Although the trustees of the academy offered to surrender the charter to the theological association, the offer was not accepted, and the theological school was removed to Thomaston, where its struggle for existence ended in a few years.

The academy, with but a small endowment and remote from the larger towns of the State, continued for fifty years its beneficent work of higher education. At a reunion held in 1876 about 150 of the former teachers and pupils were present.

In 1890 the trustees of the academy offered it to Colby University for their fourth preparatory school. A committee of the trustees of Colby visited the place and reported in favor of accepting the school. Rev. J. H. Higgins, of Charleston, offered to give \$25,000 toward an endowment fund for the new academy, provided Colby University would add \$25,000 within ten years.

This generous pledge was at once accepted. It was now deemed best to apply to the legislature for a new charter, relinquishing the name of Charleston Academy in favor of one that should commemorate the liberality of its benefactor. Accordingly a charter was obtained February 20, 1891, for a classical school under the designation of "Higgins Classical Institute."

The incorporators named in the new charter are John H. Higgins, Henry Hudson, Joseph B. Peaks, S. C. Fletcher, Sewall Brown, G. B. Hsley, J. E. Locke, H. R. Mitchell, Will Eaton, David Knights, D. Humphrey, David Fletcher, Prentiss Kittredge, Elmer Cole, and Francis Harvey. Permission is given to hold property whose annual income shall not exceed \$20,000.

Organization was effected May 1, 1891, and Rev. J. H. Higgins was elected president of the board of trustees, W. H. Eaton, secretary, and D. S. Humphrey, treasurer. With a brief intermission between the last term of the old academy and the first term of the new institute, school exercises were resumed February, 1891, after extensive additions and repairs had been made to the buildings. A campus containing 16 acres was purchased; a lot of 4 acres was given for a ball

EDUCATION IN MAINE.

Norcross, of Somerville, Mass. The lot purchased for a principal's residence. H. L. Tibbetts, of New York, gave \$1,700 to found the Tibbetts' Library, the cost of which will be \$1,000.

COURSES OF STUDY.

Besides a general course of one year, the work of the school is arranged in two courses of four years each. The academic course is intended to serve the purpose of a complete education, many of the studies being elective. The college preparatory course is substantially that required for admission to the colleges of New England. Upon completing the preparatory course a student is admitted to Colby College without further examination, provided he has taken the required work entitling him to a diploma.

Board in private families is furnished for \$2 to \$2.50 per week. The trustee house, erected in 1891, is intended to supply rooms for the students of the institute. Board is here furnished at \$2.50 per week.

The rates of tuition are: Common English, \$4 per term; higher English and languages, \$5 per term. The year is divided into four terms of eleven weeks each, the first term beginning the first week in September. The whole number of students in 1891-92 was 79. The board of instruction for 1891-92 was composed as follows:*

C. C. Richardson, A. M., principal, Greek, history, French, and German; W. J. Rideout, associate principal, mathematics and natural science; Georgia C. Morton, preceptress, Latin, English literature, and drawing; W. H. Eaton, assistant in English; A. H. Perley, instructor in telegraphy; Mabel A. Humphrey, teacher of instrumental music; Nellie A. Coggins, teacher of painting.

*First Annual Catalogue of Higgins Classical Institute, 1892; Reports of the President and Faculty of Colby University, 1891; Acts and Resolves of Maine, 1891.

Chapter XI.

METHODIST INSTITUTIONS.

1. MAINE WESLEYAN SEMINARY AND FEMALE COLLEGE.

This flourishing seminary is indebted for its existence to the labors and gifts of Mr. Luther Sampson, a prosperous farmer, who lived in the village of Kents Hill. Mr. Sampson, in the year 1821, procured from the legislature of Maine an act of incorporation under the name of the "Readfield Religious and Charitable Society." Associated with him as trustees were Charles Kent, John Hubbard, Abraham Morrill, Zachariah Gibson, and John Morris.^a

Among the objects sought to be accomplished by this society were: Aiding the Kents Hill school district to extend the time and influence of its school, and collecting a library for the people of Readfield.

The gifts of Mr. Sampson to this society in real and personal estate amounted to about \$10,000, a large sum at that period.

In 1823 Mr. Sampson directed that a part of his donation should be applied to the establishment and for the benefit of a school to be located on the premises, in Readfield, "for the purpose of affording instruction in the principles of experimental Christianity, theology, literature, and the practical knowledge of agriculture and the mechanic arts."^b

A society with aims so comprehensive must soon outgrow any local designation, and, accordingly, we find the trustees, in May, 1824, voting to assume the name of the Maine Methodist Society, and in December of the same year modifying this title into the Maine Wesleyan Seminary.

The Maine legislature by act of January 20, 1825, authorized this change of name, by which the school has since become widely known. The same act enlarged the board of trustees to 25, exclusive of additional trustees previously provided for, and made persons residing in any part of the State eligible to that position. It also repealed the provision requiring that the trustees should be elected from the members of the Methodist Episcopal Church.^c

^a *Laws of Maine.*

^b S. Allen. *History of Methodism in Maine.* p. 204.

^c *Special Laws of Maine.* vol. 1. pp. 429-430.

Mr. Elihu Robinson, who had established in his house at Augusta, in 1820, a school for the instruction of Methodist youth, was induced by Mr. Sampson to remove his school to Kents Hill and unite it with the new seminary. The general management of the institution was placed in his hands on the 27th of February, 1824. A seminary building was soon after erected, plain and unpretentious, followed soon after by mechanic shops for a manual-labor department.

It was quite in harmony with the most advanced educational theories of that day, to make provision for students to earn their school expenses by work on the farm or at various trades. The experiment was tried at the college at Waterville and at many other schools during the dozen years in which the manual-labor department was maintained at the seminary. This department went into operation in 1825, with capital amounting to \$3,000, invested in buildings and tools for labor on the farm and in the shops. Writing, in 1829, the principal says:

The experiment has fully equaled the expectations of the founders. We find no difficulty in classing those who labor with those who do not, indeed, some who have paid nearly all their expenses by their labor have outstripped any of those who have not belonged to the laboring department. The health of the students has been uniformly good. The popularity of the system with the students is high, indeed nearly all who attend the institution would be glad to avail themselves of its advantages.⁹

The statements are fully corroborated by the extracts from the report of the trustees appended to the principal's letter. This report further states that "of the 65 belonging to this class, 38 are employed during the winter vacation in teaching school and 10 are fitting for college. Of the whole number that attended the seminary the last term, 50 are 21 years of age and upward, most of whom belong to the laboring class." The amount realized from the farm in 1829 was about \$500, and the amount of work done at the mechanic shop was estimated at \$700. The branches of work carried on were chair making, cabinet work, turning, sash making, and tool making. Shoemaking was abandoned as an unhealthy occupation for students, and some attention was given to coopering, though with little success.

Five hours a day were devoted to labor, compensation for which varied according to the ability and industry of the student. If a student earned more than his board, which, including lodging and washing, was only \$1.75 per week, he was paid the balance remaining to his credit, but payment was made "in the products of their own industry."¹⁰

Doubtless the scanty earnings thus made possible helped many a poor boy to get an education otherwise beyond his reach. But as a source of revenue, or even a self-sustaining department, the plan

⁹American Quarterly Register, Nov. 1829, vol. 2, p. 110.

¹⁰Catalogue for 1837-38, p. 15.

here as elsewhere proved a failure and, after twelve years' trial was abandoned. Most of the labor was unskilled, not worth the low price paid it, and the articles made were often of so inferior quality that sales were slow and unremunerative. The farm rapidly depreciated in value, while the outlay for materials, tools, stock, and superintendence constantly exceeded the receipts from the sale of manufactures and farm produce.

FEMALE DEPARTMENT.

As early as 1832 the young women attending the seminary were grouped into a special division with the above title and placed under the care of a preceptress. The instruction given in this department included "music and scientific and ornamental drawing." An act of the legislature, March 20, 1853, authorized the establishment of a "female collegiate institute," under the same privileges as the seminary. In 1856 there were in attendance during the fall term 85 young ladies, exactly equaling the number of students in the male department.

The increasing importance of this branch of the institution, and the enlargement of its courses of study led to an application for a charter as a female college, which was granted by act of the legislature, approved March 14, 1863, changing the corporate name to the Maine Wesleyan Seminary and Female College.^a

The curriculum of the college course for ladies is now the following:^b

FIRST YEAR.

Fall.—Physics, Livy, French and French composition, linear perspective.

Winter.—Cicero de Senectute et Amicitia, French and French literature, physiology, freehand drawing.

Spring.—Ovid or methods of teaching, history of Rome, physics.

SECOND YEAR.

Fall.—Geometry, Tacitus, rhetoric.

Winter.—Trigonometry, physical geography, civil government, history of art.

Spring.—Astronomy, comparative zoology, German.

THIRD YEAR.

Fall.—English history, German and German composition, chemistry.

Winter.—English literature, German, or advanced American history, political economy.

Spring.—Botany, English literature, German and German literature, elocution.

FOURTH YEAR.

Fall.—Mental science, botany, geology.

Winter.—Theism and Christian evidences, history of civilization, German.

^a Special Laws of Maine, Vol. VII, p. 140, and Vol. LX, p. 247.

^b Catalogue for 1891, and Circular for 1892.

EDUCATION IN MAINE.

science, logic, practical chemistry and mineralogy or Horace,

and English composition throughout the course.

during the fourth year.

(lective) includes the following authors: Xenophon, Homer, Hesiod, Virgil, and the Greek and Roman historians.

throughout the course.

Music or fine art may be substituted for six of the above subjects with the approval of the faculty.

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A *magister artium baccalaureata* is conferred on young ladies

who have honorably completed this course, and the second degree

magister artium is conferred on graduates of not less than three

years of study.

DEPARTMENT.

Many of the students at Kents Hill are of sufficient maturity and attainments to warrant them in seeking employment during the winter months in teaching district schools. To aid in qualifying such persons a special department has for many years been conducted, which in 1892 offers this training course of one year, viz:

I.—Model arithmetic, model grammar, psychology, bookkeeping, freehand writing, penmanship, vocal music.

II.—Model geography, model history, physiology, civil government, school law of Maine, freehand drawing, vocal music.

III.—Model geometry, model botany, art and science of teaching, school organization, history of education, English authors, elocution.

Only professional work is designed to be included in the above course. Students may take the normal course while pursuing other courses. Practice classes are formed, in which the students are "required to give teaching exercises in the subject studied to the other members of the class," and a public exercise of this nature must be given by each member at least once each half term. The district school in the vicinity is used as a model school. The names of 11 young men and 51 young women were enrolled in this department in 1891.

CONSERVATORY OF MUSIC.

Musical culture has always been included in the education furnished at this seminary, particularly in its female department. Improved facilities and a gradual extension of courses to meet actual demands have now developed a department of instruction with the title above given. In it are included (1) a pianoforte scientific course, (2) a professional pianoforte course, (3) an amateur's pianoforte course, each of these courses extending through four years. The conservatory is supplied with 9 pianos. Courses of instruction on the organ and the violin are offered, as well as instruction in tuning pianos and organs and in orchestral work. The course in vocal culture includes preparation for teaching music in common schools or normal music.

Students pursuing the regular course in pianoforte, organ, voice, or orchestral instruments are required to take one year in theory and four terms in harmony, or counterpoint or composition. Graduates from the vocal course are expected to complete the three grades in the piano course, and to pass an examination in sight singing and in normal music. Diplomas are given to all graduates, and to undergraduates certificates of standing in branches pursued.

The degree of musicæ magister will be conferred on all who shall have completed the pianoforte scientific course or the vocal scientific course.

The students in the several conservatory courses in 1891 were: Pianoforte courses: Senior, 2; junior, 1; third grade, 4; second grade, 12; first grade, 17; total, 36. Voice-culture professional course: Fourth grade, 1; third grade, 2; second grade, 3; first grade, 26; total, 32. Orchestral course: Fourth grade, 2; third grade, 1; second grade, 3; first grade, 19; total, 25, of whom 19 are taught violin playing, 3 cornet, 2 double bass, and 1 trombone. Forty-six are enrolled in the normal vocal course.

ART SCHOOL.

There is also a three years' course in art, both theoretical and practical, at the completion of which a diploma is conferred. Free-hand drawing is continued through the course; one year is assigned to modeling, and the study of linear perspective is required. Water-color painting is followed by painting in oil, and one composition a week is required from each art student during the last year. The principles of architectural drafting are taught, and also of photography. Æsthetics and the history of art are studied by text-book and lectures with aid from a collection of illustrative photographs and casts. A satisfactory original work must be left in the school by every student who receives a diploma. In 1891 the fine-art course had 10 young lady students, with 55 gentlemen and ladies entered in a special course.

COLLEGE COURSE.

This course occupies four years, and furnishes a thorough preparation in the studies required for entrance to any college in New England. Eighteen pupils were enrolled in 1891. During the past few years Kents Hill graduates have been found in each of the following colleges: Bowdoin, Colby, Bates, Maine State, Dartmouth, Tufts, Williams, Harvard, Amherst, Wellesley, Boston, Wesleyan, Yale, Michigan University, and the University of the Pacific.

SEMINARY COURSES.

These are both scientific and classical, and constitute the chief work of the school. The students in the four classes numbered, in 1891, 198, divided as follows: Seniors, 33; juniors, 62; second year, 57; first year, 46.

For its science teaching the institution is provided with good cabinets and apparatus, which are being constantly increased by gifts and by purchase. It has a valuable cabinet of minerals; a collection of shells and of marine invertebrates from the Atlantic coast; a physical lantern with accessories; 400 lantern slides for illustration in geology, biology, physics, astronomy, history, and art; maps and charts; physiological models; physical apparatus, illustrating mechanics, sound, light, and electricity; compound microscopes; an engineer's and surveyor's transit and a compass; a telescope, with 5-inch object glass, constructed by Alvan Clark & Sons, etc.

The department occupies five rooms in Bearee Hall—lecture room, cabinet, and chemical and general laboratories. A new and enlarged chemical laboratory has recently been fitted up which accommodates 20 students, each with separate table and apparatus.

COMMERCIAL COURSE.

To meet the needs of those seeking preparation for business a course extending through one year is offered in the following studies, viz, bookkeeping, commercial arithmetic, penmanship, spelling, grammar, commercial law, business customs, correspondence, civil government, business practice. Instruction is also given in the Benn Pitman system of shorthand and in typewriting. One hundred and fifteen students were enrolled in this department in 1891.

Library and reading room.—The library contains about 6,000 bound volumes, and is sufficiently endowed to insure a uniform and healthy growth. Its contents are selected and arranged with a special view to the needs of students and teachers. The reading room is well appointed and supplies the papers and periodicals of the day.

Societies.—There are three literary societies, the Calliopean and the Literati for gentlemen, and the Adelpian for ladies. Each society holds a private meeting on Friday evenings, and one public meeting each term. Each occupies a beautiful and elegantly furnished hall, of which it has exclusive possession and control. There is also a Young Men's Christian Association and a Young Woman's Society of Christian Endeavor.

FINANCIAL HISTORY.

At the close of the first decade of the existence of the seminary it was found that a considerable debt had arisen from the failure of the receipts from tuition and the workshops to meet the expenses. Rev. Asa Heath was appointed in 1830 agent to solicit funds, and Rev. Charles Baker acted as agent the following year. A subscription of \$1,360 was pledged at the session of the Maine Methodist conference in 1831, in response to an appeal made by Mr. Caldwell, the principal. A grant of \$2,000 from the State, March 30, 1831,^a supple-

^a Resolves of Maine, vol. 2, pp. 225, 38, and vol. 1, p. 369.

menting a previous grant of \$600 February 20, 1829, and of one-half of a six-miles-square township of wild land granted February 20, 1827, enabled the trustees, with the help of occasional donations, to continue the school until 1833. The report of the treasurer in May, 1834, showed a recurrence of the deficit, and at the instance of the trustees the Maine conference appointed Rev. Gershom F. Cox agent to solicit subscriptions for a fund of \$10,000. Many of the subscriptions thus obtained were in the form of scholarships, by which the donors of \$400, and in some cases of only \$200, could have the school bills of those under their nomination entirely remitted, or the interest upon smaller donations applied toward the payment of tuition.^a Mr. Cox succeeded in raising the proposed amount during that year, and James Dinsmore, esq., one of the trustees, obtained \$6,000 additional the following year. But the increased expenditure consequent upon the popularity of the seminary, the enlargement of buildings and curtailing of tuition fees from the effect of scholarship certificates, gradually brought the treasury into a deplorable condition, and in 1840 it was found that the entire funds had been used up and the seminary was again deeply in debt. All the property at the disposal of the trustees was sold and applied to the payment of creditors, but an indebtedness of several thousand dollars remained unpaid. The principal, Rev. William C. Larrabee, who had assumed the entire responsibility for the expenses of the institution, found himself deeply involved, and felt obliged to abandon the enterprise.

Under these conditions, in the winter of 1841, Rev. Stephen Allen, with a corps of five devoted assistants, took charge of the school. The buildings were repaired to some extent, but the claims of certain annuities and the lessened receipts from tuition of those holding scholarships, left small compensation for the faithful labors of the teachers.

Mr. Henry P. Torsey, one of the assistants, became principal on the retirement of Mr. Allen in 1844, and it was stipulated that he should receive all the income, furnish the instruction, make needful repairs and meet the incidental expenses. The school prospered, became self-supporting, and soon outgrew its accommodations. Rev. D. B. Randall was made soliciting agent, and through his efforts and the generosity of many of the creditors the burden of debt was lifted, and a relinquishment of annuity and scholarship claims was obtained. The venerable patron of the school, Luther Sampson, aided in the work and subscribed \$1,500 toward a new building. Principal Allen surrendered his claim of \$1,000 for services. The Maine conference interested itself in the building enterprise. At a convention held in Biddeford in 1853 a considerable sum was pledged, including \$1,000 from E. Clark, M. D., of Portland. Rev. S. Allen continued the

^aS. Allen. *Methodism in Maine*, p. 208.

work of soliciting agent from year to year, until enough had been obtained to erect the large brick building to which was given the name of

SAMPSON HALL.

This edifice was dedicated and occupied August 10, 1860. It contains a chapel, parlors, recitation rooms and boarding accommodations for 140 students. It is well supplied with water, bathrooms, and other conveniences. The main building is four stories high, 100 feet in length and 40 feet wide. An extension in the rear is 60 by 40 feet in dimensions. The entire cost of the building, grading, and furnishing was about \$35,000. The board of trustees now resolved to raise \$35,000 additional for an endowment fund, and \$25,000 to provide a suitable building for the female college.^a

The financial standing of the institution thus restored, with the impetus gained by the completion of a noble structure, the school continued to prosper. The appeals of the agent met with a generous response. Before another decade had passed, funds for the erection of another building had been secured.

BEARCE HALL.

Named in commemoration of the liberality of Samuel R. Bearce, esq., it was completed in 1871, at a cost of \$42,000. This building is devoted to the general purposes of the seminary, and furnishes the recitation rooms, laboratories, chapel, library, art rooms, and halls for the literary societies. Blethen hall, a beautiful home for the president, has since been erected at a convenient location on the seminary grounds.

FINANCIAL CONDITION.

The report of the treasurer, Hon. J. J. Perry, made to the trustees, July 1, 1891, presented the following exhibit:

Real estate	\$107,450.00
Investments	33,490.79
Other personal property	17,666.00
Total	158,606.79

To this should be added the property held by the Maine Wesleyan board of education as trustee, the income of which is annually paid to the treasurer of the seminary, viz:

Real estate, \$6,625; investments, \$69,462.73; total \$76,087.73, making a total of \$234,694.52 to the credit of the seminary.

^aAccount in Zion's Advocate, August 17 and 24, 1860.

Among the friends of the institution who have contributed largely to its funds should be mentioned the following:

Luther Sampson, Readfield.....	\$12,000
Samuel R. Bearce, Lewiston.....	37,000
Eliphalet Clark, Portland.....	60,000
William Deering, Chicago.....	12,000
Reuben B. Dunn, Waterville.....	10,000
E. H. Gammon, Chicago.....	5,000
Ammi Loring, North Yarmouth.....	8,000

BOARD OF INSTRUCTION.

The officers of the seminary for 1891 are—

Rev. Edgar M. Smith, A. M., D. D., president, elocution, and Eliphalet Clark professor of metaphysics.

Rev. Henry P. Torsey, D. D., LL. D., emeritus professor of metaphysics.

Henry E. Trefethen, A. M., Stephen Allen professor of Greek and Latin.

Lyon L. Norton, A. B., mathematics and astronomy.

Samuel N. Taylor, Ph. B., Henry P. Torsey professor of the natural sciences.

Adelbert F. Caldwell, A. B., English literature, history, and rhetoric.

Fannie A. Davis, A. M., preceptress, French and German.

Lulu G. Adams, A. M., Latin.

Gertrude L. Stone, A. M., R. B. Dunn professor of normal instruction.

2. EAST MAINE CONFERENCE SEMINARY.

That portion of the Maine Methodist Conference lying east of the Kennebec River was in 1847 declared a separate and independent organization. At the first annual session the next year it was promptly voted to establish a seminary, to be located on the banks of the Penobscot, and a board of 24 trustees was chosen. In response to a circular issued by the trustees, inviting proposals for the location of such a school in that region, the citizens of Bucksport offered to give for that purpose land valued at \$500, and in other property, \$2,500. The East Maine Conference in 1849 accepted this offer and voted to commence the erection of a seminary building.^a

A charter was obtained from the Maine legislature June 14, 1850, authorizing the seminary to hold estate, real and personal, the annual income of which should not exceed \$3,000. A brick building for chapel and recitation rooms was completed in 1851. The location thus determined for the seminary is on the summit of "Oak Hill," overlooking the village and harbor of Bucksport, the ancient Fort Knox, and the charming scenery about "The Narrows" of Maine's chief river.

The conference of 1851 resolved to raise \$10,000, including what had already been given, as a nucleus for an endowment and building fund.

^a W. H. Pillsbury. History of Methodism in East Maine, p. 184.

Rev. L. L. Knox was elected first principal, and the school opened August 20, 1851, with 27 pupils.

The conference adopted, at its meeting in 1852, a resolution which aimed at raising \$25,000 for an endowment by the "scholarship plan." The working of this easy method of endowing schools is of especial interest. The scholarships were sold according to the following scale of prices: For one entitling the holder to the benefit of instruction in the institution, free of charge, for one year, \$8; for three years, \$15; for ten years, \$30; and for twenty-five years, \$50. The holder of a scholarship certificate was entitled to its benefits for himself or for any other person whom he might designate for the time specified in the certificate, whether taken in successive terms or otherwise. The agent, Rev. D. H. Mansfield, reported the entire \$25,000 to have been raised by this method in one year, 747 certificates having been issued. It was soon found that speculators were buying up these certificates and letting them to coming students who otherwise would have paid tuition. This practice, added to a stringency in the money market, worked so disastrously upon the receipts of the school that the trustees found themselves forced in 1856 to choose between repudiation of these scholarships and suspension of the school. The latter course was taken, and, after a prolonged discussion of various expedients, it was voted, November 5, 1856, to close the seminary until sufficient funds could be obtained to place it above financial embarrassment. The vexing question of the scholarship certificates remained unsolved until 1883, when the financial agent proposed that a surrender of them should be effected in some honorable way, and the board of trustees accordingly passed a resolution announcing their conclusion that the institution could no longer sustain the draft upon its resources made by the scholarships, and therefore, in consideration of the tender of \$1, obligated themselves to surrender the certificates in their individual possession. The agent urged upon other holders the necessity of following this example set by the trustees, and was able to report in 1886 that the number of outstanding certificates had been reduced to 100.

Meantime the boarding house authorized by the trustees in June, 1853, had been built during the succeeding year, and the school established in a brick edifice of four stories, 100 feet long and 40 feet wide, with rooms for 150 students. The resulting indebtedness, combined with the annual deficit, induced the trustees to vote, June 8, 1855, to raise the sum of \$20,000 in addition to current expenses during the next conference year. This appeal for support was not responded to with the anticipated alacrity. Following the suspension of the seminary in 1856 came the appointment of Rev. Ammi Prince as soliciting agent, and the vote of the trustees in 1857 that the agent endeavor to raise \$30,000 (instead of \$20,000), and that \$25,000 of this should be

set apart as a permanent fund. August 4, 1859, the agent reported \$25,000 pledged or paid, and in September the seminary was again opened.

Since the reopening of the school the principals have been: Mr. R. P. Bucknam, 1859 to 1863; Rev. James B. Crawford, 1863 to 1869; Mr. M. F. Arey, 1869 to 1872; Rev. George Forsyth, 1872 to 1881; Rev. Morris W. Prince, 1881 to 1884; Rev. A. F. Chase, from 1884 to the present time. Miss Eliza A. Flanders was preceptress from 1859 to 1861; Miss Elmira Lowder, 1861 to 1864; Miss Calista C. Meader, 1864 to 1869; Miss Etta C. Stone, 1869 to 1873; Miss Jennie C. Donnell, 1873 to 1877; Miss Malvina Trecarten, 1877 to 1879; Miss Emma O. Pratt, 1879 to 1881; Miss Amanda M. Wilson since 1881.^a

The school was represented in the late civil war by 286 volunteers, about 35 per cent of such students as were liable to military duty prior to 1865. Their names and services are recorded in a pamphlet compiled by an alumnus.^b

STATE AID.

The seminary has received substantial aid from the legislature of Maine. The first appropriation was of \$500 annually for ten years from 1858. This was followed by a grant in 1867 of the annual interest of \$10,000, which principal sum was in 1876 appropriated as an endowment fund, and placed in charge of the trustees of the seminary.^c

The endowment from the State has been supplemented by gifts solicited from the friends of the seminary at different times, but is wholly inadequate to meet the demands arising from the large increase in the number of pupils under the present management. The aggregate attendance for the three terms of 1891 is 576.

The trustees at their annual meeting in June, 1891, adopted a plan for raising \$50,000 additional for the endowment fund, and appointed a board of trust composed of seven members to receive subscriptions and pay the interest to the trustees of the seminary until the charter should permit the seminary to hold an endowment of at least \$150,000, when the whole endowment will be placed in the control of the trustees.

LIBRARY, CABINET, AND SOCIETIES.

The school has a library of about 5,000 volumes and a valuable cabinet of minerals. It is also furnished with good chemical and philosophical apparatus, telescope, globes, maps, charts, and drawings illustrating natural history and astronomy. The natural history

^a Sketch in Zion's Herald, April 30, 1890.

^b N. B. Webb. East Maine Conference Seminary War Record, Boston, 1877.

^c Resolves of Maine, 1858, chap. 191; Resolves of 1867, chap. 157; Acts and Resolves, 1876, chap. 285.

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society has a large and increasing collection of mounted specimens. Four flourishing literary societies are sustained, two of them by the young ladies.

The members of the faculty board at the general boarding house, which accommodates 150 persons, and sit at the same tables with the students. The social intercourse of the house is made to partake more of the character of the family circle than of the common restrictive regulations of large schools.

The State superintendent commends the efficient management of Principal Chase, and pronounces the academical course of study to be equal in extent to that of any similar school. The classical course offers a thorough preparation for any college. The scientific, commercial, musical, and normal courses are each well arranged and successfully conducted. The seminary may now be regarded as firmly established, enjoying the favor and support of a large number of alumni and friends, and with a good prospect of increasing in usefulness in the future.

The faculty for 1891 consists of Rev. A. F. Chase, Ph. D., principal, metaphysics and mathematics; Amanda M. Wilson, A. M., preceptress, Latin and modern languages; Wendell P. Parker, A. B., Greek and elocution; Edson F. Hitchings, M. S., natural science; Fred C. Ball, commercial department; Ada M. Furnel, Mus. B., music; Mrs. A. F. Chase, A. M., English essays; Alice J. Davis, assistant in mathematics; Lieut. Col. S. P. LaGros, military tactics; Annie M. Luce, assistant in English; Archie S. Harriman, assistant in Latin; Lizzie D. Nash, violin; Nina J. Smith, librarian; E. B. Maddocks, steward.

Chapter XII.

WESTBROOK SEMINARY AND FEMALE COLLEGE.^a

This seminary originated in the Kennebec Association of Universalists. At their annual session held at Greene, September 29, 1830, a resolution was adopted providing for a meeting to take into consideration the matter of a classical school or seminary. A committee of 11 gentlemen in various parts of the State was appointed to address the people upon the subject. A meeting was held at Stevens Plains in Westbrook, now Deering, October 27, 1830, at which a constitution was adopted. An act of incorporation was obtained March 4, 1831, as "Westbrook Seminary," with the following list of trustees, viz: J. C. Churchill, F. O. J. Smith, D. Winslow, and N. Nutter, of Portland; W. Slemmons and M. Quimby, of Westbrook; Josiah Dunn, of Poland; W. A. Drew, of Augusta; D. McCobb, Waldoboro; G. W. Tinker, of Bowdoinham, and Alfred Pierce, of Greene. Power was given by the charter to increase the number of trustees to 36, with the proviso that "at no time shall any clergyman, a professed minister of the Gospel, be eligible to the board of trustees so as to increase the number of clergymen belonging to said board beyond one-sixth of the whole number of the trustees in office. The legislature of 1865, with a higher opinion of Universalist ministers, amended the charter and fixed the number of trustees at 19, of whom not more than one-third might be clergymen.

Another noteworthy stipulation in the original charter was that "all the property which may belong to this institution over and above \$5,000 shall be subject to taxation by the State only, except such as shall be given by persons not residing in the State."

As there was no similar institution under the patronage of the Universalist denomination located in New England, the school was established at Westbrook, 2½ miles from Portland, easily accessible from New Hampshire and Massachusetts. The State Universalist Convention promptly ratified the proceedings of the committee and appointed Rev. W. A. Drew and Rev. S. Brimblecom to address the churches

^aSources of information: Special Laws of Maine, vol. 2, chap. 143; vol. 9, chap. 414. Maine School Report, W. J. Corthell, 1876, p. 94. Catalogues of Westbrook Seminary, 1854, 1860, 1871, 1875, 1890-91. The Christian Pilot, May 3, 1833. The Universalist Register, 1891.

in favor of the enterprise. These gentlemen at once entered into the work of collecting funds, and in May, 1833, reported "the building in progress." The building was of brick, 37 by 70 feet in dimensions, two stories high, with a cupola, and cost about \$7,000. The land upon which it was situated was given by Z. B. Stevens and O. Buckley.

The seminary was opened for instruction June 9, 1834, in charge of two clergymen, Rev. S. Brimblecom, principal, and Rev. A. Dinsmore, assistant. In 1836, James Furbish took charge of the school, continuing until 1840, when John K. True was chosen principal. He was followed by other principals, viz, M. B. Walker and G. W. True, 1843; E. P. Hines, 1844; G. R. Bradford, 1846; Rev. L. L. Record, 1849; N. Hatch, 1851. The school was now in a very low state, and remained closed for several terms, until Rev. J. P. Weston took charge of its affairs in March, 1853. By his zealous labors the seminary was raised to new life and given a permanent position.

Goddard Hall, a fine four-story brick edifice, 75 by 50 feet, was erected during his administration. It is used as a dormitory for the boys and also contains a reading room. In 1889 it was refurnished by Mrs. Mary Goddard, at an expense of \$5,000, and is now heated by steam, supplied with hot and cold water, and worthy a place among the best school buildings in the State. It commemorates the benefactions of Mr. Thomas A. Goddard, of Boston, Mass. Mr. Weston's administration terminated in 1859.

The school was now placed in the temporary care of several young men in succession—Mr. C. S. Fobes and Rev. S. B. Rawson in 1859, B. G. Ames in 1860, and M. B. Coolidge in 1861. Rev. S. H. McCollister was chosen principal in 1862 and conducted the school until 1869. The attendance increased and the general reputation of the seminary improved under his scholarly care. Rev. J. C. Snow, from 1869 to 1872, occupied the principal's chair with marked success. During this period the school was established upon the permanent basis it now holds. Hersey Hall, an imposing four-story brick dormitory for the ladies, was built, and a large dining hall connecting it with Goddard Hall. Its dimensions are 100 by 50 feet, and the amount expended in its construction for steam heating apparatus, water service, and other modern accessories, amounted to \$40,000. The gifts of Gen. S. F. Hersey, of Bangor, caused his name to be bestowed upon the building. The president's office and the Frost library are in this building, with a ladies' reading room. Mr. George Frost, of Deering, has given a library fund of \$500.

Mr. William A. Poste conducted the school with ability in 1872 and 1873, after one year of faithful service by Mr. Cyrus B. Varney in 1871-72. The school also prospered under the care of Rev. George M. Bodge, from 1874 to 1878. The class which graduated in 1875 was one of the largest in the history of the seminary, numbering 26; the same number graduated in 1889.

Rev. J. P. Weston, D. D., was a second time chosen principal in 1878, and continued to preside over the seminary to which he had given so efficient labor and instruction twenty-five years before. His successor, the present principal, is A. B. Allen, A. M., who has had charge of the school since 1889, and is adding to its reputation by his able and energetic administration of its affairs. The principal and his assistants are chosen by the trustees of the Maine State Universalist Convention.

LADIES' COLLEGIATE DEPARTMENT.

The trustees were authorized by an act of the legislature, approved March 11, 1863, "to prescribe a course of study for young ladies, equivalent to that of any female college in New England, and to confer the collegiate honors and degrees usually granted by female colleges." Two courses, of four years each, have been established in this department. The degree of laureate of arts is conferred upon ladies who complete the classical course and that of laureate of science upon those who complete the scientific course. From 1863 to 1890, inclusive, 115 ladies have received the degree of L. A., and 72 that of B. S.^a

ACADEMIC DEPARTMENT.

This department includes the college preparatory course of four years, a higher English course of three years, and a general English course. The attendance in 1891, in all courses was, during the fall term, 94; winter term, 85; spring term, 83.

CABINET AND LIBRARY.

A cabinet of minerals collected by Dr. Weston, numbering about 700 specimens, has lately been acquired. The physical apparatus includes a lunar tellurian, dynamo, electricmotor, telegraphs, telephones, galvanometer, Wheatstone's bridge, rheostat, and other instruments. The Frost library contains about 1,000 volumes.

AID FROM THE STATE.

In the report of the Maine board of education for 1851 Westbrook Seminary is reported as having received from the State 11,520 acres of land and \$2,000. By resolve of March 8, 1832, \$1,000 was granted, of which \$250 was for the tuition of indigent students. The further sum of \$200 a year for ten years was voted by resolve of March 27, 1858. The proceeds of the sale of timber from a half township of State lands, the amount not exceeding \$10,000, was granted March 23, 1864; this amount was conditioned on the raising of \$10,000 by the friends of the seminary, and was to be invested as an endowment,

^aThe Catalogue for 1891 contains a list of the graduates.

from the income of which five perpetual scholarships giving free tuition were to be created and placed at the disposal of the governor and council, "preference being given to returned soldiers, or the children of such as have fallen in the defense of their country."^a

BOARD OF INSTRUCTION, 1891-92.

The instructors for 1891-92 are Albert B. Allen, A. M., acting president, and professor of Latin, Greek, mental and moral science; Henry B. Stone, Ph. B., natural sciences and mathematics; Miss D. N. Morton, L. A.; preceptress, French, German, and rhetoric; Miss Rose Bennett, L. A., mathematics and history; Miss Annie Nichols, L. A., botany and Greek; Mrs. A. B. Allen, M. M., music, drawing, and painting; Miss Helen L. Coe, elocution and physical culture.

The seminary now has invested funds amounting to \$100,000. Mr. Charles S. Fobes, of Portland, is treasurer of the corporation, and Mr. Merritt B. Coolidge, president of the alumni association.

^a Report of Maine Board of Education, 1851, page 38. Resolves of Maine, vol. 2, p. 409; vol. 8, chap. 193; and vol. 9, chap. 334, p. 330.

CHAPTER XIII.

MAINE CENTRAL INSTITUTE.

This institute was established in 1866, in the town of Pittsfield, and is appropriately named from its central location. It was chartered February 1, 1866. The corporate members of its first board of trustees were Oren B. Cheney, Ebenezer Knowlton, Going Hathorn, Anson P. Morrill, Henry Boynton, James Colder, Dennis L. Milliken, William H. Littlefield, John Thissell, Lot L. Harmon, Alex. H. Morrill, William C. Stinson, Nathaniel F. Weymouth, Solomon Dunning, John W. Perkins, George E. S. Bryant, Joshua Nye, and Jesse C. Conner.^a Several religious denominations are represented in this list of corporators. The immediate occasion of the founding of the school was the development of the flourishing Freewill Baptist academy, called the Maine State Seminary, into what is now Bates College. Pittsfield had in 1855 endeavored to secure that school, but the trustees, by a majority of one, voted to place it in Lewiston.^b

The claims of Pittsfield were again presented and with success. In the autumn of 1866 the institute opened, with Rev. Arthur Given as principal and over 80 pupils enrolled. Having no buildings as yet, the pupils were assembled wherever room could be found. Public halls and private parlors received the classes which the village school-house could not contain.

In 1868 the corner stone of a large brick building was laid, and in 1869 the institute had a local habitation. The edifice is 118 feet long, 68 feet wide, and three stories high with a basement story. It is provided with steam heating, and is very conveniently planned for general school purposes. The campus on which the institute stands is about 20 acres in extent, the gift of Going Hathorn, esq., one of the corporators.

Rev. Arthur Given, the first principal, was succeeded in 1867 by Prof. Charles A. Mooers and Prof. L. G. Jordan, who conducted the school with ability one year each. Prof. George B. Files was principal from 1869 to 1873; Prof. Kingsbury Bachelder 1873-1881; Prof. John H. Parsons 1881-1889, at which latter date Prof. O. H. Drake was appointed.

^aSpecial Laws of Maine, vol. x, p. 11.

^bHistorical sketch in the students' monthly, "The M. C. I.," June, 1888

COURSES OF STUDY.

Four courses of study are offered—a college preparatory course of three years, a classical course of four years, a scientific course of four years, and a normal course of two years. Graduates from the college preparatory course receive certificates admitting them to Bates College without examination. The normal department is in charge of Prof. J. E. Holton, A. M. This department was established in 1881. There is also a commercial department, over which Prof. H. H. Bryant presides. Besides the preceptress, Miss Angie E. Hanson, the corps of teachers in 1891 includes Mrs. O. H. Drake, A. B., Latin and science; Flora A. Boyd, L. A., normal classes and English studies; Mrs. F. J. Taylor, vocal and instrumental music; Mrs. E. C. Bryant, phonography and typewriting, and Mr. Fred A. Glines, penmanship. The average attendance in the three terms of 1891 was 176.

The number of persons who have enjoyed the educational advantages offered by the institute now exceeds 5,000. These have come chiefly from central Maine, though every county in the State has had its representation. The degrees of laureate of arts and laureate of science are conferred upon lady graduates of the classical and scientific courses, respectively, by virtue of act of the legislature, approved February 10, 1887, authorizing the trustees to confer "the collegiate honors and degrees that are generally granted by female colleges."^a

Though the Maine Central Institute has always been under the general oversight of the Freewill Baptist denomination of Maine, it is in no sense a sectarian school. Only two of its present board of instruction are members of this denomination, while its trustees have always been made up of men of different religious beliefs. An act of legislature approved March 5, 1889, seems however to indicate that the school may soon become more directly under the control of the Freewill Baptists. The act divides the 25 trustees into classes of 5 persons each, holding office five years each. Beginning with 1890, 3 of the 5 trustees to be annually elected, are to be chosen by the Maine Free Baptist Association.^b

The financial condition of the school has improved within the last few years, and the indebtedness incurred during the early years of its establishment has been paid, leaving a small endowment fund, which the friends of the school intend shall soon be increased. The citizens of Pittsfield have shown great interest in the enterprise and respond liberally to appeals for aid. The late W. C. Stinson, esq., was mainly instrumental in securing the location of the institute in this town, and not only solicited many pledges of financial support from others, but also freely relinquished all his own property for the same purpose. The State has been liberal in its gifts, and has made

^a Private and Special Laws of Maine, 1887, Chap. 77.

^b Acts and Resolves of the Sixty-fourth Legislature of Maine, 1889, chap. 501.

provision that "the governor and council and superintendent of common schools shall have a right at any and all times to visit said school when the same shall be in operation, and if, in the opinion of the governor and council, said institution at any time hereafter shall fail to fulfill the conditions contained in this resolve, they may in their discretion withhold the appropriation (\$1,000 annually for ten years) herein granted." The conditions referred to are: "That the trustees of said institution shall maintain and keep in operation a school equal in rank and grade of teaching with its present high grade and rank, and also maintain a Normal Department equal in grade to that required by law of the State normal schools."^a

In 1870, the State gave the school the interest on \$10,000, payable annually at 6 per cent. This principal sum was by the legislature of 1881 granted as an endowment fund, conditioned upon the establishment of a normal department. It also gave permission, in case the managers could not raise money enough within two years to clear itself from debt, that the trustees might locate the institute in some town whose inhabitants would furnish suitable grounds and buildings. The effect of this act was to stimulate the friends of the school to raise the needed funds, which they succeeded in doing, and accordingly the legislature of 1885 ordered the payment of the \$10,000 endowment fund, the interest of which only had been paid since 1881.

It is not unlikely that the "Maine Central" as a designation of this institute may ere long give place to the surname of some patron of education, the act of 1881 having authorized the trustees to make such a change on receipt of the sum of \$10,000.^b

^a Resolves of the State of Maine, 1891, chap. 4.

^b Private and Special Laws of Maine, 1881, chap. 71, and Resolves of Maine, 1885, chap. 180.

Chapter XIV.

OAK GROVE SEMINARY.

This flourishing school is under the charge of the New England Yearly Meeting of Friends, and is situated at Vassalboro, on the banks of the Kennebec, 12 miles above the State capital. Its founders were John D. Lang; Ebenezer Fry; Alden Sampson; Samuel Taylor, second; and Alton Pope. In 1849 they met to discuss the desirability of establishing a school in which their children might receive Quaker discipline. Mr. Lang offered an acre of land for a building site, and steps were taken to obtain incorporation. Under the direction of Samuel Fry a substantial wooden building was erected, at a cost of \$2,500, near the top of a considerable elevation crowned with a forest of oaks.

The act of incorporation was passed by the legislature and received the approval of the governor, April 5, 1854. The charter authorizes the five founders above named and their successors to receive and hold property as a corporation to the limit of \$50,000, with the powers and privileges incident to similar corporations.

The school opened in the autumn of 1850 under the direction of William H. Hobbie, a graduate of Waterville College, who remained two terms. Tradition says that the Friends looked upon his method of requiring some of the lessons to be chanted instead of recited as being "both mysterious and worldly, and totally at variance with the mind of truth." Mr. Hobbie's resignation did not awaken much grief, and Josiah Nickerson was hopefully welcomed as his successor.

The original purpose to limit the privileges of the seminary to Quaker children was given up under his administration, and the school opened its doors to all alike. Franklin Page, now the publisher of the Friends' Review, was the next principal. Owing to the impossibility of obtaining board in the vicinity, the attendance steadily diminished. This condition of affairs was considered at a meeting of the corporators, and it was resolved to solicit contributions from Friends in general to the amount of \$15,000, for the purpose of erecting and furnishing a boarding house. Headed with a subscription of \$1,000 from Ebenezer Fry and corresponding sums from the other

founders, the list was circulated by Eli Jones and Thomas Nichols within the limits of the Vassalboro, Fairfield, and Falmouth Quarterly Meetings, and educational meetings held in nearly every Quaker meetinghouse in the State. The amount was finally secured and the dormitory built. The site was not far from the spot where the first meeting of Friends in the county was held in 1780.

But though the pupils received into the school were no longer required to be from the families of Friends, there was no disposition to place the management of its affairs in the hands of "the world's people." We find in the records of the board the following:

At a meeting held the 14th of 3d month, 1857, the committee on a board of instructors reported that they were united in the judgment that the services of a Friend of religious character and moral worth should be obtained, who shall be considered as principal of Oak Grove Seminary, and whose duty it shall be to exercise a parental care over its inmates and have the government of the school, in seeing that order and a proper subordination be observed by all, that he shall have charge of the Scripture lessons of the different classes and impart such moral and religious instruction as he may deem calculated with the divine blessing to promote the welfare of those under his charge, and that there should also be employed a mathematical and classical teacher, competent to instruct in the higher classes of the school.

The school was reopened under the new arrangement, in the latter part of 1857, under the principalship of Eli Jones. The average attendance of the year was 50 pupils.

The nucleus of a library and cabinet of minerals was formed, and during the administration of Albert K. Smiley the next principal, \$500 was expended for chemical and philosophical apparatus. The school was highly successful under Mr. Smiley's direction, and at one time had 140 pupils enrolled.

Augustine Jones succeeded principal Smiley in 1860, and continued in charge three years. Of him it is recorded that "he labored diligently, governed firmly, and taught thoroughly." After an interval of one year, in which the school was conducted by Ozias Whitman, a faithful teacher though not a member of the Society of Friends, and by Joseph Pinkham, since an eminent physician, Mr. Jones resumed the position of principal. A gymnasium was added and the school buildings refurnished. A commercial department was included in the courses of instruction. In the midst of these evidences of prosperity, the Seminary building was destroyed by fire in the spring of 1883, and the school discontinued for one year.

At this time the school property was transferred to the New England yearly meeting of Friends, and this committee raised the amount of money necessary to rebuild the seminary.

In February, 1884, the school reopened, with Charles H. Jones as principal. Mr. Jones had previously served as assistant, and entered zealously upon the work of restoring the school to its former high

rank among the academies of the State. The tokens of new life and vigor soon made themselves manifest, and the attendance increased to such an extent that another building became necessary to accommodate the pupils. A large school building was erected in 1885, which was soon filled with scholars, and the prospects of the seminary seemed unusually brilliant. Hardly two years had elapsed, however, when on the night of August 31, 1887, the school and boarding houses were entirely consumed by fire, and one of the pupils, an interesting lad of 14 years, named Stephen Jones, perished in the flames. The gymnasium and stable were at once fitted up temporarily for school purposes, and instruction was to begin on Monday, September 19; but while all were at church on Sunday forenoon this building also was burned. It was afterwards ascertained that both fires were the work of an incendiary, a pupil from Brockton, Mass.

Greenwood Hall, the nearest public building, was hastily prepared to receive the school, and the work of the seminary went on. An appeal for funds to rebuild and endow the seminary was made and found a liberal response. One of the subscribers, Charles M. Bailey, of Winthrop, a prominent member of the Society of Friends, assumed the expense of constructing the buildings, about \$22,000, leaving all other gifts to be used as a permanent fund, which now amounts to \$20,000.^a

The new seminary buildings, to which the name of Bailey Institute is now attached, were completed in season to receive the school at its autumn session in 1888. The principal, Mr. Charles H. Jones, resigned in the spring of 1889 to take charge of the Friends' Academy at Union Springs, N. Y. The services of Mr. Rufus M. Jones, a former pupil of Oak Grove and a graduate of Haverford College, were secured at once, and the seminary has prospered under his efficient management beyond all previous record. The number of students in 1891-92 is 123.

Mr. Jones is aided in his work by an able corps of assistants. The faculty is at present composed of Rufus M. Jones, A. M., principal, languages and psychology; Henry H. Goddard, A. M., mathematics; Georgia B. Birdsall, Ph. B., governess, history, and English; Sibyl Stanley, S. B., sciences; Grant D. Anthony, commercial department; Emma F. R. Goddard, primary department; Sarah H. C. Jones, household department; Lewis P. Mayo, music; Sara D. Lang, drawing and painting.

Two courses of study are offered: A classical course of four years and a scientific and literary course. The former may be varied, so as to prepare students for any college or university. The aim of the latter is especially to prepare young men and women for teaching or

^aThe Society of Friends in Kennebec County, Me. By Rufus M. Jones. New York, 1892. pp. 12-14.

to give them an opportunity to pursue the studies most necessary to fit them for an active and useful life in the world. Courses are offered those desiring to fit for teaching. A diploma is given to those satisfactorily finishing either of these courses.

The seminary has also a commercial course and a primary department.^b

In common with several other academies, Oak Grove Seminary received from the State in 1872 a grant of \$600 annually for ten years toward the support of a normal department. Reports of the attendance and instruction in that department appear in the annual reports of the State superintendent during that period.

^bCatalogue for 1891-92. Kennebec Valley News, Vassalboro, April 5, 1892.





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